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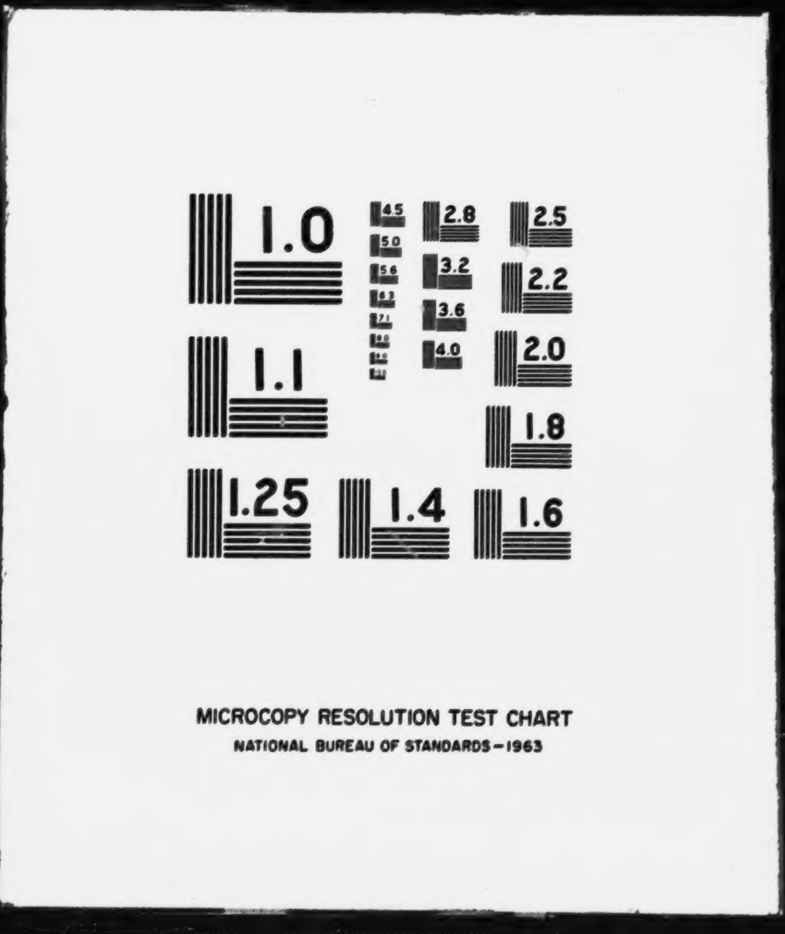
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REPORT RESUMES

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DOMINANT FACTORS INFLUENCING THE EMPLOYMENT SUCCESS OF A SELECTED GROUP OF DISADVANTAGED YOUTH.

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DESCRIPTORS- *DISADVANTAGED YOUTH, *HIGH SCHOOL GRADUATES, RACE INFLUENCES, VOCATIONAL EDUCATION, SOCIAL CLASS, *EMPLOYMENT, PREDICTIVE ABILITY (TESTING), TEACHER INFLUENCE, INTERVIEWS, OAKLAND, CALIFORNIA,

THE OBJECTIVES OF THE STUDY WERE TO DETERMINE THE EFFECT OF VOCATIONAL TRAINING, RACE, AND SOCIAL CLASS UPON THE EMPLOYMENT SUCCESS OF DISADVANTAGED YOUTH, AND TO IDENTIFY BOTH TEST DATA WITH PREDICTIVE VALUE AND EDUCATORS CONTRIBUTING TO SUCCESS. EACH OF 60 MEMBERS OF A STRATIFIED RANDOM SAMPLE OF 1965 OAKLAND PUBLIC SCHOOLS GRADUATES WAS INTERVIEWED IN DEPTH. EMPLOYMENT SUCCESS WAS MEASURED BY A RATING SCALE COMPLETED BY EMPLOYERS FOR EACH EMPLOYEE. DATA FROM STANDARDIZED TESTS ADMINISTERED DURING THE SENIOR YEAR WERE ANALYZED FOR EACH STUDY MEMBER. THE PRINCIPAL INFLUENCES UPON EMPLOYMENT SUCCESS WERE HIGH SCHOOL WORK AND EDUCATORS. VOCATIONAL GRADUATES AND NONVOCATIONAL GRADUATES WHO HAD TAKEN JOB-RELATED COURSES WERE MORE SUCCESSFUL. SOCIOECONOMIC CLASS DID NOT AFFECT SUCCESS LEVEL. NEGRO FEMALES WERE LESS SUCCESSFUL THAN OTHER FEMALES BUT THERE WAS NO SIGNIFICANT DIFFERENCE IN SUCCESS LEVEL AMONG SPANISH, NEGRO, AND CAUCASIAN MALES. THE FARQUHAR SITUATIONAL CHOICE INVENTORY, MINNESOTA VOCATIONAL INTEREST INVENTORY-HEALTH SERVICES SCALE, AND THE CALIFORNIA PSYCHOLOGICAL INVENTORY-ACHIEVEMENT VIA INDEPENDENCE SCALE PREDICTED EMPLOYMENT SUCCESS. THE INFLUENCE OF EDUCATORS WAS MORE LIKELY TO RESULT FROM PERSONAL INTEREST SHOWN IN THE STUDENT THAN FROM SUBJECT MATTER OR TEACHING TECHNIQUES. THE INTERVIEW SCHEDULE, THE RATING SCALE, AND TWO TAPE RECORDED INTERVIEWS WITH TEACHERS ARE INCLUDED. (JM)

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STATE OF CALIFORNIA

DIVISION OF VOCATIONAL EDUCATION

Dominant Factors Influencing the Employment Success of a Selected Group of Disadvantaged Youth

December 1967

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TABLE OF CONTENTS

Page

LIST OF TABLES vi

ACKNOWLEDGMENTS vii

Chapter

I. INTRODUCTION 1

Purpose of the Study 2
Importance of Research 3
Limitations of the Study 4
Definition of Terms 5
Organization 7

II. THEORETICAL FRAMEWORK AND RELATED RESEARCH . 8

The Affective Domain 8
The Cognitive Domain 12
Previous Related Literature 14

III. RESEARCH PROCEDURES 31

The Study Group 32
Study Group Interviews 34
Identification of Significant Educators. . 34
Analysis of Demographic Factors 35
Structured Interviews with Significant Others 36
Employee Rating Scale 36
Test Variables 40
Interview Analysis 41

IV. REPORT OF THE FINDINGS 42

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . 73

Summary 73
Conclusions 76
Recommendations for Further Research . . . 77

Page

BIBLIOGRAPHY 80

APPENDICES 83

A. Test Variables 84
B. Employee Rating Scale 88
C. Interview Schedule: Graduates 90
D. Interview Schedule: Significant Other Educators 91
E. Tape-recorded Interview Transcription: Business Education Teacher 92
F. Tape-recorded Interview Transcription: Electronics Teacher 110

LIST OF TABLES

Table Page

I. Male Scale I - Personal Traits 46

II. Female Scale I - Personal Traits 47

III. Male Scale II - Work Skills 48

IV. Female Scale II - Work Skills 49

V. Male Scale III - Work Behavior 50

VI. Female Scale III - Work Behavior 51

VII. Male SES Total Score Ranking 54

VIII. Female SES Total Score Ranking 55

IX. Significant Test Variables - AID-2 Program . . . 59

X. Characteristics of, and Techniques Used by, Significant Other Educators 64

XI. Success Rating - Male 65

XI-A. Success Rating - Female 66

XII. Success Rating - Comparative Table 68

XIII. Employee Rating Scale Success Comparison 71

CHAPTER I

INTRODUCTION

This study considers factors of human behavior which relate to the successful employment of a selected group of graduates from the Oakland Public Schools couched in the theoretical framework developed by Bloom and others.[1] This framework incorporates the classification of educational goals in terms of the affective and cognitive domains. Behavioral data thus classified are treated statistically to develop patterns of success relating to environmental press factors which have influenced the study group.

The burgeoning population in the United States has placed increased demands upon the schools, and even a casual look at the many programs aimed at the "War on Poverty" reveals an alarming incidence of failure on the part of public schools toward meeting the needs of this population boom, particularly in the case of disadvantaged persons. Current figures from the Department of Labor, for example, reveal an ever increasing dropout rate in the nation's schools. Considering Manpower Development and Training projects alone, over 39 per cent of the trainees, classified as disadvantaged nonwhite, had completed less than eleven years of formal schooling.[2] This represents an increase of approximately 2 per cent over the preceding year.

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[1] Benjamin S. Bloom, David R. Krathwahl, and Bertram B. Masia, Taxonomy of Educational Objectives (New York: David McKay Company, Inc., 1964).

In recent years, the lawmakers of this nation have enacted enabling legislation which recognizes that human resources are an essential element to economic advancement. It follows that the multivaried projects which have been federally financed have also been directed toward the improved preparation of the population which makes up the mass of human resource. Specifically this study was concerned with a segment of the population in the City of Oakland, California, which qualifies as disadvantaged.

Purpose of the Study

The major purpose of this study was to identify those factors which dominate the background of experience of a selected group of graduates from the Oakland Public Schools. This background of experience was examined in terms of the influence of significant other persons in formal education and environmental press factors within the educational setting which offer sources of predictive value in terms of subsequent employment success. The influence of vocational education was of particular concern.

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[2] John Marshall, "MDTA Institutional Training of Nonwhites," Employment Service Review (August, 1966), p. 68.

Specifically, the purposes of the study were:

1. To determine whether vocational training has had a positive influence upon the employment success of the individuals studied.
2. To determine whether race has had an influence upon employment success.
3. To determine whether social class, as measured by the Hollingshead critera,[3] had an influence upon the employment success of the individuals studied.
4. To identify those elements of test data which when considered singly or in collective clusters would offer predictive value in terms of future occupational success.
5. To identify significant other persons in the formal education background of the study group, and to classify the contribution of these persons as interpreted by the study group members and by the significant other persons themselves.

Importance of Research

The significance of this research lies in its focus. The seeking question centers about environmental influences upon learning, and the measures which predict eventual job success. Heretofore, a review of related literature reveals that a major emphasis has been expended upon development of programs and subject areas. Additionally, evaluative research has been conducted to determine the ultimate effectiveness of training. In order that the distinct contribution of this study not be lost, it is patent the reader should recognize that this research is an effort to uncover clues to the behavioral influences which tend to steer the learner, in this case culturally and economically disadvantaged, toward occupational success. Further, the behavioral influences have been investigated from the point of view of the one who has been influenced, in an effort to determine what causes change.

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[3] August B. Hollingshead, Two Factor Index of Social Position (New Haven: Yale University Press, 1957).

Limitations of the Study

As in most studies of human behavior, this study has recognized humanistic limitations. The principal limitation is the degree to which interviewers are required to interpret the interactive process of the interview. The use of a structure in the interview, however, restricts the degree to which interpretation is necessary; individual differences of interviewers represent a definite limitation. Additional limitations result from the restrictions placed on the composition of the study group. Having the study group concentrated in a single metropolitan area could, in fact, introduce a regional bias.

In drawing comparisons between races, social classes, and school programs, it became necessary to compare on a percentage basis rather than utilizing analysis of variance or some more esoteric statistical procedure. The limitation of percentage comparison is recognized but was unavoidable because of an inability to retrieve a body of data which was stored on tape.

Definition of Terms

It is recognized that certain of the terms used in this research have a degree of ambiguity. The following definitions will clarify these terms as they pertain to the present study.

1. Success. Success is defined as sustained employment of the graduate for a period of one year following graduation. The employment must be at the level of entry into the job, or a higher level, in order for the graduate to be considered successfully employed.

2. Study Group. The study group in this research was composed of a stratified random sample of sixty graduates of Oakland Public Schools.

3. Significant Other Educators. Any person who had a lasting positive influence upon a member or members of the study group is considered a significant other. For

purposes of this research, however, only those who had educational in-school involvement were considered in terms of the purposes previously stated.

4. Dominant Factors. Many environmental press factors interact with individuals in daily life. The determination of which of these factors or group of factors has a lasting effect on behavior is often difficult to accomplish. For purposes of this research, environmental press factors were considered dominant in the lives of study group members if they met the following criteria:

a. Any event or environmental condition verbalized with moderate emphasis in the interview which, in the determination of the interviewer, had a lasting effect upon the behavioral pattern of the interviewee was considered dominant.

b. Any measured variable, for example, socioeconomic class, which has statistical significance as a success predictor was considered dominant.

c. Any observed personal characteristic which may not otherwise have been noted, for example, physical defects such as blindness, was considered dominant.

Organization

Chapter I contains a description of the aims and purposes of the research together with the definition of terms and general limitations.

Chapter II deals with the basic theoretical framework which is used as a structural guide for treating the behavioral aspects of the research, particularly in the case of information gathered in the structured interviews. In addition, Chapter II contains a review of related literature and research.

Chapter III describes the procedural aspects of the study and defines the study group in terms of selection criteria.

Chapter IV presents a report of the findings.

Chapter V is the summary chapter in which conclusions are drawn and recommendations are made for additional research.

CHAPTER II

THEORETICAL FRAMEWORK AND RELATED RESEARCH

The unique contribution of this study lies in the focus upon factors which are considered as causal in bringing about behavioral patterns. In particular, behavioral patterns which are manifest in occupational success comprise the central elements of concentration in this investigation. In order that these elements may be treated in a systematic and consistent fashion, a conceptual framework which allows treatment of cognitive elements as well as the more elusive affective elements of behavior provides the theoretical construct of this research.

The Affective Domain

Bloom _et al_. have classified educational objectives in terms of both the affective and cognitive domains.[1] The general classification in the affective domain includes five basic elements: (1) Receiving,

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[1] Bloom _et al_., _op_. _cit_., pp. 176-193.

(2) Responding, (3) Valuing, (4) Organization, (5) Characterization by a Value or Value Complex. Each of these elements is discussed in terms of the present study in order that the base line reference may be established for the affective aspect of the research.

Receiving

"Receiving" embodies those aspects of the learning process which might be considered as willingness on the part of the learner to accept the stimuli offered by the teacher. Bloom, in his description of the receiving element, segments the analysis into subcategories of awareness, willingness to receive, and selected attention.[2] The teacher must concern himself with receiving to the extent that he has some evidence of awareness on the part of the learner. The distinction is made that recall is not a part of this factor. For example, the learner need only be cognizant of a happening taking place and need not understand or remember after the fact. This rather fine distinction is made so that the affective element of receiving will not be confused with the similar cognitive element of knowledge, to be discussed later. The behavioral objective, then, becomes one of demonstrated awareness on the part of the learner to the satisfaction of the teacher.

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[2] Ibid., pp. 176-177.

Responding

"Responding" may be regarded as a "next step" beyond receiving. The affective element of responding is somewhat less definable than other affective elements of behavior. Responding requires a commitment on the part of the learner to the particular activity. Thus responding is considered by Bloom to be the first step in the "learn by doing" process.[3] The more subtle aspects of responding become more understandable with an expanded interpretation. For example, Bloom continues, acquiescence in responding might be described as mere "compliance," and he cites the example of obeying playground regulations as a form of responding. A willingness to respond, on the other hand, carries with it the implication of voluntary activity and an acceptance of responsibility in conjunction with the activity.[4] Further expansion of the responding aspect of affective behavior deals with the satisfaction associated with the response activity. In this case the satisfaction is the personal satisfaction one gets from the activity. An example would be the gratification a teacher has when the learner suddenly understands what is being explained.

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[3] *Ibid*., p. 178.

[4] *Ibid*., p. 179.

Valuing

Considering the "affective domain" as treated by Bloom and used as a theoretical construct in this research, it is evident that the concepts associated with valuing and value systems are of major import. It is within this category that the element of "attitude" is found which is frequently a determinant in interpersonal relationships, and which often underlies physical overt behavior. Violence, for example, when considered on a continuum is most often akin to the value system of any given individual or organization promoting an idea or activity. Commitment to the value system is a determinant when the possibility of changing the system for any given individual or group is considered. It would seem that education, in the generic sense, often assumes the task of actively attempting to change value systems. The agents of change, namely the teachers, are of particular concern in the present investigation.

Organization

The organizational aspect of the value system requires conceptualization and ordering of values. As one is exposed to various stimuli in his environment he will usually respond in relation to his value system. Ordering in the system establishes a relationship between values which are held or coming to be held.[5] This ordering brings about a weighing of alternatives in light of experience and could result in the synthesis of a new value system.

Characterization by a Value or Value Complex

Within the affective domain of educational objectives established by Bloom, characterization through a value complex represents the peak of the internalization process.[6] One might consider, Bloom says, that this characterization is represented by the development of a consistent philosophy of life. When considered in terms of employment success, it can be assumed, empirically at least, that some congruence must exist within a philosophical base between employer and employee. Further, it would seem that the degree of congruence would constitute a measure of the degree of employee success.

The Cognitive Domain

Within the realm of the affective criteria, measures are often elusive. The cognitive elements which are a part of the theoretical foundation of this research are more easily measured. Bloom categorizes, generally, the elements of the cognitive domain into two basic areas:

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[6] Ibid., p. 185.

(1) Knowledge, (2) Intellectual Abilities and Skills.[7] Knowledge, in particular, is measurable if properly defined. After defining the amount of knowledge required for an individual to perform a specific task, it would be relatively simple to test his ability to perform it. In the context of this research one of the job success criteria involves knowledge in the broadest sense. For example, the evaluative element "Shows Good Judgment,"[8] which constitutes one portion of success determination on the job, presumes that one must possess knowledge of a specific nature in order to exercise judgment. To use an analogy, if a workman failed to take the necessary safety precautions in using equipment on the job, he might be considered to use poor judgment. If he had no knowledge of safety equipment, for example protective glasses, his lack of knowledge would be reflected in poor judgment. One must distinguish between a situation similar to that cited, and the situation where knowledge of the equipment exists, but the equipment is not used. In either case, however, measurement of the knowledge is possible and easily accomplished, and acceptable standardized measuring instruments are widely available. Similarly, in the

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[7] *Ibid*., pp. 196-193.

[8] "Employee Rating Scale," Oakland Public Schools, Research Department, 1965, in Appendix B.

case of "Intellectual Abilities and Skills," as mentioned by Bloom, tests have been devised which are accepted as reasonable measuring devices, at least in the sense that they offer comparisons within the standardization criteria. A listing of the cognitive measures used in this research appears in Appendix A.

Previous Related Research

During the past ten years there has been increasing concern over the educational problems of the disadvantaged. In large measure the federal government has taken the initiative and has given financial support for programs of research, with additional substantive support from foundations. Much of the concern has been with the problem of the school dropout, and investigation of both cause and cure has been the focus of interest.

The contribution of Cervantes represents a major effort directed toward causes and cures of the dropout problem. In his research Cervantes investigated six major areas which centered about the environmental background of the youths studied, including family, friends, peers, and school experiences. In addition, the Thematic Apperception Test was administered to the matched pairs of dropout and stay-in youth.[9] Cervantes' hypotheses are generalized as follows:

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[9] Lucius F. Cervantes, The Dropout: Causes and Cures (Ann Arbor: University of Michigan Press, 1965), p. 7.

(1) The Family of the Dropout: The dropout is reared in a family which has less solidarity, less primary relatedness, and less paternal influence than does the family in which the graduate is reared.

(2) The Friend-Family System: The dropout is brought up in a family which has fewer close friends and fewer "problem-free" friends than does the family in which the graduate is brought up.

(3) The Peer Group: The dropout's personal friends will be typically not approved by his parents. The resulting "independent youth culture" of the dropout will be in sharp contrast to the youth culture of the graduate whose friends are parentally approved and thus integrated with the adult culture.

(4) School Experiences: The dropout was in trouble at school when he terminated his education and was but slightly involved in any school-related activities throughout his academic career.

(5) Thematic Apperception Test Protocols: Our hypothesis is that the phantasy life of the dropout as manifested by the TAT is more characterized by unrestrained Id themes and that of the graduate more characterized by restrained superego themes. The youth culture of the dropout will prove to be a culture of revolution, aggression, frustration, and protest; in the words of Conant, it will be found to be "explosive. . . . It is social dynamite."[10]

Of relevance to the present research is the contribution of Cervantes in the area of school experiences. Many of the popular notions about the nature of the dropout are in sharp contrast to the data presented by Cervantes. For example, inability to pay the cost of education is a minor factor influencing the dropout. The question of intelligence, Cervantes points up, is not a critical concern. "With adequate parental direction or school counseling there is a school and a curriculum for practically every youth already in high school, no matter how high or low his inherent ability."[11]

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[10] _Ibid_., p. 8.

The high school stay-in displays characteristics which center about a feeling of belonging. "Participants --be they football captain, beauty queen, . . . do not drop out of school. Their intra-psychic and interpersonal role definition has been established; they feel they belong." On the other hand, Cervantes continues, "The dropout's self-image, role expectation, and occupational orientation are markedly deficient."[12] When high school completion is used as one element of the occupational success pattern, the conclusions of Cervantes make up an important consideration. Within the limitations of the matched sample which he used, namely working class youth, none of them would advise a best friend to drop out of school. Thus, one is led to believe that some more subtle reason for leaving school, other than a dislike for school, must be a consideration. Seemingly undue emphasis is placed upon graduation and the diploma rather than the body of knowledge represented by the diploma. The Harvard Mobility

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[11] Ibid., p. 65.

[12] Ibid., p. 67.

Project, as cited by Cervantes, supports this notion.[13] Perhaps the lack of internal motivation on the part of disadvantaged youth is worthy of more consideration, assuming that the diploma does not serve to motivate these youngsters.

An examination of the characteristics of the school dropout reflected in the "Dropout Prediction Table" developed by Cervantes,[14] reveals a number of items which relate directly to the success factors of concern to the present researcher. For example, the "feeling of not belonging" seems to have particular significance when couched in terms of cause. Not belonging because of ". . . nationality, social class, family disgrace . . ." are representative causal elements mentioned by Cervantes which have considerable commonality with factors tending to describe a socially disadvantaged population. "The social environment of the American Negro also depresses psychological growth and adjustment," suggests TenHouten.[15] Since a large number of the Study Group members in the present study are American Negro, it is important to note that: "It is

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[13] Joseph A. Kahl, "Common Man Boys," Harvard Educational Review, XXIII (Summer, 1953).

[14] Cervantes, op. cit., pp. 198-199.

[15] Warren David TenHouten, "Socialization, Race and the American High School" (unpublished Ph.D. dissertation, Michigan State University, 1965), p. 6.

generally accepted datum that Negro high school students receive less support for striving for educational (and occupational) goals than their white classmates."[16] The patterns of development related to occupational success for Negroes, who are representative of a large portion of the disadvantaged community, make up an important segment of this investigator's research.

The effectiveness of vocational training has been the object of considerable research. Barlow and others surveyed graduates of vocational nursing programs and produced evidence that the training was apropos and that subsequent job placement was training-related.[17] Similarly, in a ten-year study, Coe determined that graduates from New Jersey vocational high schools were employed in occupations for which they were trained, and that the graduates considered the training to be of high quality.[18] In a survey conducted by the State of Arizona it was found that vocational training resulted in trainees being placed in jobs for which they had been trained.

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[16] Ibid., p. 273.

[17] Melvin L. Barlow, Paz Gomez Ramos, and Jeanne M. Tague, A Study of Vocational Nursing Programs in California" (Los Angeles: Division of Vocational Education, University of California, 1961).

[18] Burr D. Coe, and J. Henry Zanzaiari, "After Ten Years--A Ten Year Follow-up of Middlesex County Vocational and Technical High School Graduates," New Brunswick, New Jersey, 1964.

The relative merit of vocational training is further reflected in the success of the Manpower Development and Training Act (MDTA) programs. It is reported, for example, that the level of education, interpreted as grade level achievement, does not influence the trainees' employment success. "Those with less than eighth grade achievement fared as well as those with more than twelve grades." This is not in conflict with the notion that employment success is highly correlated with educational level, when workers as a whole are considered. With specific reference to MDTA trainees, Somers suggested that retraining under MDTA ". . . can serve to offset the disadvantages of limited formal education."[19]

Shill studied a group of research and development technicians in terms of occupational success and formal educational background. He found that particular subject areas correlated more closely with job success than did general educational attainment. Specifically, he found that mathematical attainment correlated closely with occupational success for the research and development technicians studied.[20] This suggests that functionally related experiences in formal education may have a greater influence upon subsequent job success than those educational experiences which are not functionally related to the job. Shill suggested that over a given period of time, more effort should be devoted to occupationally-related experiences than to nonoccupationally-related experiences.

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[19] Gerald G. Somers, "Retraining: An Evaluation of Gains and Costs" in Employment Policy and the Labor Market (Berkeley and Los Angeles: University of California Press, 1965), p. 279.

[20] William John Shill, "Education and Occupational Success," Personnel and Guidance Journal, XLI (January, 1963), 442-444.

The New York City Board of Education, in an effort to meet the employment needs of out-of-school youth, established the Job Counseling Center. During the first six months of 1965, the center was responsible for placing many out-of-school youth on jobs. The efforts of the Job Counseling Center revealed two factors which are important. First, early job placement will likely be in a low entry level job which will usually be disappointing to the youth. Through proper training support, however, the disappointment can be a motivational factor in encouraging upgraded training. The awareness of the necessity for upgraded training is an outgrowth of the job experience. Motivation, once again, is a key consideration when examining success on the job. Second, the job has a therapeutic effect upon the youth. In the case of the disadvantaged, the job could also relieve some of the financial burden.[21]

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[21] Richard Greenfield, "Rehabilitating the Anti-School Drop Out," American Vocational Journal, XL, No. 7 (October, 1965), 19-20.

Schreiber advances the idea that familial support is a vital consideration.[22] He says that adolescents, especially delinquents, are recognized as having a strong need for achievement of status, for striving for adulthood, and for identity with assertive adult figures. In a program of half-time work experience sponsored by the Milwaukee Public Schools and the Jewish Vocational Service, shop supervisors were selected as suitable ego models with whom youth could identify. The results of the program will not be available until the program terminates late in 1967.[23] The notion that ego models, or significant other persons, play an important role in the success pattern of youth is supported by considerable research.

Day, for example, found that teachers had a definite influence upon occupational choice, particularly when the occupation required additional formal training or education. A relatively small percentage of the students studied by Day chose the teacher as a model, however.[24] Ahlstrom suggested that two major aspects of career development bear upon the satisfactory achievement of identity as a worker: (1) identity as a male, with orientation toward work as an adult function; and (2) an opportunity to experience various role situations.[25]

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[22] Daniel Schreiber, "Work-Experience Programs," Chap. XI, pp. 286-314, in the Sixty-fifth Yearbook of the National Society for the Study of Education (Chicago: N.S.S.E., 1966), p. 302.

[23] *Ibid.*, pp. 295-296.

[24] Sherman R. Day, "Teachers' Influence on the Occupational Preference of High School Students," *Vocational Guidance Quarterly*, XIV (September, 1966), 215-219.

In discussing career development in the early twenties, Havinghurst cited identification with significant other persons as an important factor in terms of formulation of work concepts.[26]

Uzzell surveyed over three hundred Negro male high school youth in North Carolina in an effort to isolate significant other persons with whom these youth had identified in terms of a role model. A definite relationship was established between the respondents' occupational aspirations and their knowledge of occupational models. Further, it was determined that the number of models may be somewhat more limited among lower socioeconomic levels.[27] Although Uzzell dealt principally with the area of choice rather than success or failure, it is clear that choice is an important element of success or failure.

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[25] Winton M. Ahlstrom, "Masculine Identity and Career Problems for Boys," Chap. VI, pp. 135-163, in the Sixty-fifth Yearbook of the National Society for the Study of Education (Chicago: N.S.S.E., 1966).

[26] Henry Barow (ed.), Man in the World of Work. (Boston: Houghton Mifflin Co., 1964), p. 216.

[27] Odell Uzzell, "Influencers of Occupational Choice," Personnel and Guidance Journal, XXXIX, No. 8 (April, 1961), 666-669.

Another dimension of the role of significant other persons, particularly on the job, was introduced by Strauss. He advanced the thought that one's success on the job may depend upon the relationship established with the first line supervisor. It is suggested that experiences which lead to eventual advancement on the job may depend on the supervisor's willingness to cooperate.[28] Additional support was offered by Barrett in his investigation of performance rating. It was suggested that job success as rated by supervisors is largely judgmental, thus making the supervisor a significant other person of consequence.[29]

It has been suggested that the measure of one's success on the job is largely based upon subjective judgment. Alexander stated: "The most important factor in determining success in our lives is our relationship to the people with whom we come in contact."[30] The subjectivity of judgment is a problem area in terms of success measurement. Barrett suggested the use of an agreement scale wherein standards are established by which comparisons are made. For example, Barrett pointed up that ". . . an Agreement Score may show how closely a supervisor and his subordinate agree on the position requirements."[31]

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[28] G. Strauss, "Apprenticeship: An Evaluation of the Need," in Employment Policy and the Labor Market (Berkeley and Los Angeles, University of California Press, 1965), p. 327.

[29] Richard S. Barrett, "Explorations in Job Satisfaction and Performance Rating," Personnel Administration, XXVII (Summer, 1964), 14-17.

[30] Arthelia V. Alexander, "Plus Quality in Human Relations Spells Business Success," Journal of Business Education, XXXVII (January, 1962), 170.

Four different approaches to the appraisal of work success were suggested by Neff· (1) Mental testing approach, (2) Job analysis approach, (3) Work sample approach, and (4) Situational assessment approach. Of particular interest is the situational assessment approach. This method is relatively new, having its origin in the mid-nineteen fifties. The situational approach has a rather different tradition, having developed in part from the sheltered workshop movement and in part from the situational assessment techniques developed during World War II. The focus is on what might be termed the general work personality. "The situational approach tends to be indifferent to particular work skills or specific occupational interests . . . this is both its main strength and chief weakness."[32]

Michael and others made an attempt to predict success in a nurse training program. It was found that aptitude and achievement test scores together with high school grades were only modestly predictive of success. The authors suggested that a content analysis of autobiographies and statements of supervising nurses as to "what constitutes a good nurse" might afford a basis for generation of categories of behavior, about which test items could be constructed.[33]

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[31] Barrett, *op. cit.*, p. 156.

[32] Walter S. Neff, "Problems of Work Evaluation," *Personnel and Guidance Journal*, XLIV (March, 1966), 682-688.

Leshner and Snyderman advanced the theory that there are many factors other than skill which need to be analyzed as examination is made of success or failure on the job. Personal characteristics and temperament must be in tune with the requirements of the employer and the job. It is therefore suggested that job requirements must first be established as a basis of measurement and the personal characteristics of the client may then be compared with requirements. The authors discuss these personality traits under the following headings: 1. Supervision, and the ability to work with the supervisor; 2. Guidelines, and the ability to work within established guidelines; 3. Variety and Knowledge of Skills; 4. Interpersonal Relationships; 5. Originality; 6. Responsibility.

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[33] W. B. Michael, Honey Russell, and Arthur Gersohn, "Intellective and Non-intellective Predictors of Success in Nurses' Training," Educational and Psychological Measurement, XXIII (Winter, 1963), 817-821.

Success results, Leschner asserted, from the fact that the person has narrowed his functioning to an area where he can harness and invest his energies.[34] Similar studies have been conducted by Bell et al. in an attempt to evaluate on-the-job success.[35]

Recent legislation in the area of manpower training provides funds and programs to train for employability. At present there is a program of research aimed at developing measuring instruments which will help determine the occupational suitability of prospective trainees. The determination of a candidate's ability to take a test, for example, is a question of some concern. It is believed that nonverbal measures must be developed together with methods of validating tests against training and job success.[36]

A clue to another dimension of testing for job suitability lies in the research reported by White. He noted that Segal in 1961 advanced the notion that a person who likes clerical or accounting type work possesses cleanliness and orderliness as strong personality traits. Testing of the theory was accomplished by administering a short projective test in which clients were asked, "What would you most like to be if you were not a human being?" A similar question asked what one would least like to be. The test group included forty-nine bankers and a random sample of people who made up a control group. Couched in positive terms there was no pattern to the responses, but in terms of what the respondents would least like to be, a strong similarity was observed in the responses of the bankers. On the other hand, the control group did not express similar dislikes. The conclusion reached by Segal leads one to believe that personality traits may offer strong clues to occupational suitability.[37]

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[34] Saul S. Leshner and George S. Snyderman, "Evaluating Personal Characteristics from a Client's Work History," Personnel and Guidance Journal, XLII (September, 1963), 56-59.

[35] Forest O. Bell, Alvin L. Hoff, and Kenneth B. Hoyt, "A Comparison of Three Approaches to Criterion Measurement," Journal of Applied Psychology, XLVII (December, 1963), 416-418.

[36] Beatrice J. Dvorak, Robert C. Draege, and Joseph Seilar, "New Directions in U.S. Employment Service Aptitude Research Tests," Personnel and Guidance Journal, XLIV (October, 1965), 136-141.

The effect of social class standing upon occupational selection and job success has been a question of concern. Dansereau, for example, reported that occupational plans and aspirations become progressively lower among youth as the fathers' socioeconomic standing declines. It was further pointed out by Dansereau that lower class respondents are more interested in security of the job than in status or pay.[38] Simpson stated that ". . . some children with blue collar backgrounds do aspire both to further education and to occupations above parental level. . . ." In making this assumption Simpson hypothesized that the parental influence and advice are more a factor than is social class.[39]

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[37] Joseph White, "Cleanliness and Successful Bank Clerical Personnel," *Journal of Counseling and Psychology*, X (Summer, 1963), 192.

Riccio studied the effects of social class upon male high school students in Ohio. He compared students whose families had migrated from Appalachia with students who had resided in the area since birth. It was determined that the aspirations and occupational objectives of the two groups did not differ widely. Both groups, however, identified with materialistic stereotypes.[40]

The recent focus of attention upon the disadvantaged and employability has stirred much controversy. Thorndike, for example, suggested that success is a meaningless concept which it might be well to abandon.[41]

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[38] H. K. Dansereau, "Work and the Teen Age Blue Collarite" in Arthur B. Shostak and William Gomberg (eds.), Blue-collar World (Englewood Cliffs, N.J.: Prentice-Hall, 1964), p. 185.

[39] R. L. and Ida H. Simpson, "Values, Personal Influences, and Occupational Choice," Social Forces, XXXIX (1960), 116-125.

[40] Anthony Riccio, "Occupational Aspirations of Migrant Adolescents from Appalachian South," Vocational Guidance Quarterly, XIV (Autumn, 1965), 26-30.

[41] Robert L. Thorndike, "The Prediction of Vocational Success," Vocational Guidance Quarterly, XI (Spring, 1963), 179-187.

Prediction of success, Thorndike said, is a virtual impossibility because of the many contingency factors such as accidents or marriage of advantage. Cox, on the other hand, supported a position that more meaningful prediction can be made because of new developments in areas of human endeavor. The tie between personality and career development leads to achievement of a "better fit" between the individual and his career.[42]

There is general agreement that many factors must be considered when examining patterns of success. Super suggested: "One tends to forget that success is not only a social or objective matter but also a personal and subjective matter."[43] Both the subjective and objective elements of success patterns are considerations of the present research.

In summary, many authors agree that vocational education has a positive influence upon job success. Further, it is noted in the literature that particular subject areas correlate more closely with job success than does general educational attainment.

Motivation is recognized as a key consideration when working with disadvantaged youth. Factors which tend to motivate middle class youngsters may be relatively meaningless to disadvantaged youngsters.

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[42] Rachel D. Cox, "New Emphasis in Vocational Guidance," Vocational Guidance Quarterly, X (Autumn, 1961) 11-23.

[43] Donald A. Super, The Psychology of Careers (New York: Harper & Brothers, 1957), p. 180.

The notion that ego models, or significant other persons, play an important role in the success pattern of youth is supported by considerable research.

Job success and measurement of success has been investigated by a number of authors, and suggestions have been made which favor predictors which tend to measure motivation and attitude rather than skill or achievement.

CHAPTER III

RESEARCH PROCEDURES

The stated purpose of this research was to isolate dominant factors influencing the employment success of a selected group of disadvantaged youth. In order to accomplish this purpose the research was divided into six basic parts, namely:

1. Definition and selection of the study group.
2. Structured interviews with the study group.
3. Identification of educators who, in the opinion of the study group members, were significantly influential.
4. Analysis of demographic factors such as familial background, test data, and environmental influences.
5. Structured interviews with the educators named as significant.
6. Analysis of the perceptions of study group members, significant other educators, and employers, as expressed on the Employer Rating Scale.

The Study Group

The Hollingshead criteria were used in defining disadvantaged population.[1] Thus, the two factors of education and income constitute the determinants. Specifically the study group is defined in terms of the Hollingshead criteria from high to low, or as Socio Economic Scale Class IV and V. For example, the father of a study group member might have been a laborer or unemployed, and have achieved less than seven years of formal education. He would therefore be classified Class V, the lowest end of the scale. A semiskilled worker who had completed high school would be representative of Class IV, the high end of the scale of disadvantaged.

The study group was selected from the 1965 graduates of the Oakland Public Schools. In order to qualify as a candidate for selection, the graduate had to meet the following criteria:

1. Belong to SES Class IV or V.
2. Be employed and rated by the employer.

The first screening, based upon SES classification, yielded a graduate population, who qualified as SES Class IV or V, in excess of seven hundred. The second screening, based upon the employee rating, reduced the qualified graduate population to less than four hundred.

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[1] Hollingshead, op. cit.

The total qualified population of study group candidates was stratified in accordance with the rating received on the Employee Rating Scale.[2] The total population was further stratified by sex and high school program. Thus the total group of 382 graduates was arranged in rank order of success by sex and school program. The school program separation was limited to vocational or nonvocational with the nonvocational subdivided into college preparatory and other. The entire group was divided into three parts in accordance with the success ranking, and the middle one-third was removed from the group under consideration. This step provided a more clearly defined division between successful candidates and nonsuccessful candidates within the remaining sample. A table of random numbers was used to select the study group from the total qualified population, and a stratified random sample of sixty was selected as a study group. A uniform distribution of fifteen vocational males, fifteen nonvocational males, fifteen vocational females, and fifteen nonvocational females comprised the study group.

A study group size of sixty made it possible to conduct an in-depth interview with each member of the group. Further, the randomness of the sample group was maintained through a concentrated effort, resulting in each member's being located and interviewed.

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[2] See Appendix B.

Study Group Interviews

The basic purpose of the interviews was to determine whether, in their opinion, the group members had been positively influenced toward job success by a school staff member. If such was the case, the name of the staff member was obtained. The interview setting provided the interviewer with an opportunity to observe and probe environmental press factors which might otherwise have gone unnoticed. For example, living conditions could often be observed; in some cases appearance handicaps were noted. Precautions were taken to avoid leading the interviewee into "saying what we wanted to hear." To this end a structured interview schedule was formulated.[3] The interview schedule was constructed with regard to the possible influence upon job success of self, the employer, and any significant other person in terms of personal traits, work behavior, and work skills. Personal traits, work behavior, and work skills were basic considerations of the employee rating by the employer.[4]

Identification of Significant Educators

The purpose of having study group members identify significant educators was to establish a list of these individuals who could be interviewed at a later time for purposes of determining teaching methods, or techniques, which they had found to be effective with disadvantaged youngsters. Consideration was given to interviewing only those educators who were named as a first thought. For example, if in the process of naming persons who had particularly influenced the study group member the name of an educator was mentioned first, that educator was added to the list of significant others who would be interviewed. If, on the other hand, an educator was named as other than first choice, that individual was not selected to be interviewed unless he or she had been mentioned by another study group member. In cases where one educator was named by more than one study group member it was felt that such educator should be interviewed.

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[3] See Appendix C.

[4] Employee Rating Scale, Appendix B.

Analysis of Demographic Factors

Extensive data were collected on the study group. Standardized test items were administered to each of the study group members, and the interviewer recorded observations of environment. In addition, pencil and paper self-rating forms were administered to the study group members. The demographic factors thus collected were arranged for computer analysis. These data were analyzed through use of a program which detects interaction effects, to be explained in greater detail later in this chapter.

Structured Interviews with Significant Others

The structured interview with significant other educators had a twofold purpose: first, to determine which teaching practices or techniques, or other element of background as perceived by the significant other, were most effective; and secondly, to determine the significant other educators' models of success as defined by the Employee Rating Scale. Significant other educators were asked to complete an Employee Rating Scale in terms of their "ideal" of success. The ideal rating would then serve as a model for later comparison with employers' ratings of employees and self-ratings of study group members. Standard methods of comparison were used to evaluate the relative congruence between the ideal model and actual ratings of employers and study group members' self-concept as expressed on the Employee Rating Scale. A detailed explanation is contained in Chapter IV.[5]

Employee Rating Scale

The Employee Rating Scale was completed by each of the following:

1. Each employer completed a rating scale on each of his employees who belonged to the study group.

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[5] Structured Interview Schedules appear in Appendices C and D.

2. Each study group member completed a rating scale as a self-evaluation.
3. Each study group member completed a rating scale on the person he named as a significant other educator.
4. Each significant other educator completed a rating scale in terms of an ideal employee.

Each of the completed rating scales was summed and the means of each item determined. Students' _t_ tests were conducted to determine differences between the means. The details of this analysis appear in Chapter IV.

The Employee Rating Scale was the instrument used to assess success of the study group. This scale is composed of twenty-four items of a dichotomous form. The rater was requested to make a scalar rating of the person in question. The scale ranges from a high rating of (5) to a low of (1). The twenty-four items are subdivisions of three general classifications, which assess work behavior, work skills, and personal traits.[6]

Four basic divisions were made in the total population. The group was divided as follows:

1. Race
    a. Spanish Surname
    b. Negro

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[6] Employee Rating Scale, Appendix B.

    c. Oriental
    d. Caucasian

2. School Program
    a. Vocational
    b. Nonvocational

        (As a matter of interest, the nonvocational students were separated into "college preparatory" and "other" categories)

3. Socioeconomic Scale
    a. Class IV (highest)
    b. Class V (lowest)

4. Sex
    a. Male
    b. Female

Each of the twenty-four variables on the Employee Rating Scale was considered as an independent variable and compared with the four classifications of Race, School Program, Socio Economic Scale (SES IV and V), and Sex, in terms of the rating received by each of the 382 graduates. In addition, the general classifications of the Employee Rating Scale, namely, Personal Traits, Work Skills, and Work Behavior, were treated as independent variables and compared as each of the twenty-four items to Race, School Program, Socio Economic Scale, and Sex. The comparison of the general classification represents a matrix which is explained as follows:

Scale I

Scale I is the Personal Trait scale and includes items 1, 4, 6, 7, 10, 13, 16, 17, 19, 20, 22 on the Employee Rating Scale, for a total of eleven items. The maximum rating obtainable on the Employee Rating Scale is (5) for each item. Thus, the number of considerations for Scale I is 55.

Scale II

Scale II is the Work Skills scale and includes items 2, 8, 11, 14, 23 of the Employee Rating Scale, for a total of five items. The maximum rating of (5) multiplied by the number of items yields a total of 25 considerations for Scale II.

Scale III

Scale III is the Work Behavior Scale. As in the other cases, the maximum possible score is multiplied by the number of items for a total number of 40 considerations.

It can be seen that a high numerical score is representative of a high degree of success as expressed on the Employee Rating Scale. Similarly a low numerical score represents a low degree of success.

Test Variables

Prior to graduation in June 1965, the graduating seniors of Oakland Public Schools were administered tests which included eighty test variables.[7] A listing of the variables will be found in Appendix A. Subsequent factor analysis revealed that thirty-two of the original eighty variables had statistical significance at a level which would offer predictive value beyond chance. The thirty-two factored variables are a principal concern of this research and are also included in Appendix A.

The thirty-two test variables were analyzed through use of a computer program which detects interaction effects. The services of the Service Bureau Corporation of Palo Alto, California were used in computer analysis of data. The particular program used in this analysis is identified as the Automatic Interaction Detector, Version 2 or AID-2. The program is capable of considering the interrelationships between variables up to a maximum of thirty-seven. The program regards one of the variables as a dependent variable; it involves a nonsymmetrical branching process based on variance analysis techniques, and divides the sample into subgroups.[8]

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[7] Oakland Public School Graduate Survey 1965.

[8] John A. Sonquist and James N. Morgan, The Detection of Interaction Effects (Ann Arbor: University of Michigan Press, 1964).

Analysis was made involving each of the sixty members of the Study Group previously defined.

Interview Analysis

Particular attention was given to the interview with the significant other educators. Each interview was tape-recorded and subsequently transcribed verbatim.[9] Five raters were requested to read each of the interviews and record those elements which seemed important to them. These elements were compared to determine agreement among raters. A detailed report is contained in Chapter IV.

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[9] Two sample interviews are in Appendices E and F.

CHAPTER IV

REPORT OF THE FINDINGS

Each element of this research relates specifically to one or more of the purposes stated in Chapter I. In subsequent paragraphs each of the purposes will be treated independently in terms of the relevant data.

The first purpose was to determine whether vocational education has had a positive influence upon the employment success of the graduates studied; the hypothesis being that vocational education would have a positive influence toward success, and that graduates of vocational programs would be more successful on the job than those who had not had vocational training.

Two groups of data were collected, the first involving the parent population of all 1965 graduates of the Oakland Public Schools who qualify as SES Class IV and V, and the second involving the subpopulation of sixty members of the specific study group.

The total SES Class IV and V population of 128 males and 249 females, for whom Employee Rating Scales had been completed, was arranged for computer programming. The program was designed to group the students in rank order of the ratings received on each of the twenty-four items of the Employee Rating Scale with output expressed in terms of percentage of the total group. These data were then rearranged by group classifications of Personal Traits, Work Skills, and Work Behavior, referred to as Scales I, II, and III respectively. This arrangement was in the form of a matrix and the computer output was expressed as the product of the rating times the number of items within the classification. Thus, within any classification the highest numerical score corresponded to the highest degree of success as expressed on the Employee Rating Scale. The output was expressed in percentage of the group within each score range. The Personal Traits Scale assesses those characteristics of the graduate which require value judgment on the part of the rater. Sociability, consideration, and reliability are characteristics included within this scale. Scale I is an expression of relative success within the Personal Traits category, and on this scale male vocational graduates scored consistently higher than did other classifications of male graduates.

Although a detailed table of individual items within Scale I is not included in this research, an item analysis was made. The tables were not included because the analysis did not detect major differences between the items. Rather, the pattern was consistent throughout the bulk of the ten elements of the Personal Traits Scale.

In the case of the female population, the element of "sociability" was a notable characteristic. The entire female population tended to be ranked higher than the male population in terms of sociability. Female vocational graduates tended to receive a higher "sociability" rating than female nonvocational graduates. Hartley pointed out that females have greater opportunity for role identification than males have. In illustrating this point, she cited the following reasons why males have a more difficult situation: ". . . lack of adequate models, extensive supervision by women, conflicting nature of multiple role demands, lack of clear, positive definition of the male sex role in socialization practices, and rigidity of role demands."[1]

It is important to note, although not a subject of this research, that the success criteria established by the Employee Rating Scale, which is the basis upon which the findings of this research are in large measure founded, represent the opinions of a large number of employers and educators in the Oakland, California area. Detailed research was conducted to establish these criteria.[2]

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[1] Ruth E. Hartley, "Sex-Role Pressure and the Socialization of the Male Child," Psychological Report (May, 1959), pp. 457-466.

[2] Oakland Public Schools Graduate Survey 1965.

Utilizing Tables I through VI, comparisons can be made between the success ratings received by different classifications of graduates. Evidence presented in these tables supports the hypothesis that students who were enrolled in vocational education classes tended to be more successful on the job than those who had not had vocational courses. It would appear that these data are in conflict with the evidence presented by TenHouten: "Consequently, the high school students who will achieve the most are those who are enrolled in College Preparatory programs, as opposed to Vocational, Commercial, and General curricula."[3] Careful consideration leads one to conclude, however, that the population sample differences account for the different findings. Achievement of success is doubtless proportional to education, as TenHouten explains, and his theory is supported by considerable evidence. The population sample used in this investigator's research, however, represented a group of graduates who became employed upon graduation, thus terminating their formal education at least temporarily. If one presumes that college preparatory students will continue their education, it is reasonable to assume that the degree to which they achieve success will be higher. On the other hand, it seems equally reasonable to assume that those who interrupt their formal education will

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[3] TenHouten, op. cit., p. 287.

TABLE I

MALE SCALE I - PERSONAL TRAITS

Group	Score Range						Number
	24-28	29-33	34-38	39-43	44-49	50-55	
Spanish	0	25	25	20	20	10	(20)
Oriental	0	0	33	33	33	0	(3)
Negro	6	14	22	24	27	7	(52)
White	2	20	41	18	16	2	(51)
SES IV	2	18	31	21	20	8	(100)
SES V	8	15	25	26	26	0	(28)
Vocational	0	22	9	39	24	6	(31)
College Prep	8	12	36	4	24	16	(25)
Other	3	16	36	23	19	3	(72)

Note: Each cell is expressed in per cent, rounded off to the nearest whole, of the group within the range of scores.

TABLE II

FEMALE SCALE I - PERSONAL TRAITS

	Score Range						
Group	24-28	29-33	34-38	39-43	44-49	50-55	Number
Spanish	4	10	10	23	40	12	(41)
Oriental	0	0	0	75	25	0	(4)
Negro	2	12	30	20	16	20	(80)
White	2	6	20	28	27	17	(122)
SES IV	5	5	20	26	24	20	(184)
SES V	4	7	25	22	33	9	(61)
Vocational	2	5	19	27	30	17	(108)
College Prep	6	16	22	28	8	20	(26)
Other	3	10	21	25	27	14	(115)

Note: Each cell is expressed in per cent, rounded off to the nearest whole, of the group within the range of scores.

TABLE III

MALE SCALE II - WORK SKILLS

Group	Score Range					Number
	5-9	10-13	14-17	18-21	22-25	
Spanish	0	10	40	20	30	(20)
Oriental	0	0	33	33	33	(3)
Negro	2	20	28	20	30	(52)
White	4	6	55	18	18	(51)
SES IV	3	13	38	22	24	(100)
SES V	4	10	50	10	26	(28)
Vocational	2	6	28	41	23	(31)
College Prep	4	12	32	24	28	(25)
Other	3	15	48	10	24	(72)

Note: Each cell is expressed in per cent, rounded off to the nearest whole, of the group within the range of scores.

TABLE IV

FEMALE SCALE II - WORK SKILLS

Group	Score Range					Number
	5-9	10-13	14-17	18-21	22-25	
Spanish	4	2	16	39	38	(41)
Oriental	0	0	0	50	50	(4)
Negro	5	12	36	32	15	(80)
Shite	1	5	24	43	26	(122)
SES IV	5	7	24	36	28	(184)
SES V	2	6	31	47	14	(61)
Vocational	3	6	20	45	26	(108)
College Prep	0	8	47	28	17	(26)
Other	3	9	27	47	14	(115)

Note: Each cell is expressed in per cent, rounded off to the nearest whole, of the group within the range of scores.

TABLE V

MALE SCALE III - WORK BEHAVIOR

Group	Score Range					Number
	12-19	20-24	25-29	30-35	36-40	
Spanish	0	20	30	30	20	(20)
Oriental	0	33	0	33	33	(3)
Negro	14	26	28	24	8	(52)
White	10	22	32	28	8	(51)
SES IV	10	25	26	25	14	(100)
SES V	8	15	37	33	7	(28)
Vocational	6	23	15	45	11	(31)
College Prep	8	12	32	32	16	(25)
Other	12	21	31	18	11	(72)

Note: Each cell is expressed in per cent, rounded off to the nearest whole, of the group within the range of scores.

TABLE VI

FEMALE SCALE III - WORK BEHAVIOR

Group	Score Range					Number
	12-19	20-24	25-29	30-35	36-40	
Spanish	8	7	18	48	19	(41)
Oriental	0	0	50	50	0	(4)
Negro	10	14	40	20	16	(80)
White	6	14	31	34	15	(122)
SES IV	10	12	27	34	17	(184)
SES V	6	12	44	34	4	(61)
Vocational	6	8	21	45	19	(108)
College Prep	12	23	36	17	14	(26)
Other	8	11	39	34	8	(115)

Note: Each cell is expressed in per cent, rounded off to the nearest whole, of the group within the range of scores.

succeed in proportion to the amount of job-related training received.

These data satisfy a purpose of this research. However, one must keep in mind the population under study, and avoid expanding the theory to a more general population without additional research.

The second purpose of this research was to determine whether race has had an influence upon employment success.

Table I reveals that males of all races, excluding Oriental because of the small number, are rather evenly distributed along the success continuum of Personal Traits. The white males scored lower than either the Negro or Spanish males, but the difference was not dramatic. As indicated in Table II, white females and Spanish females tended to be rated higher than Negro females. Table III, the Work Skills Scale, shows that both the Spanish and the white male graduates tended to be ranked in the middle to high ranges of success, whereas the Negro males had larger percentages scoring in the lower range of the continuum. Once again, however, the differences were not dramatic, and there was no evidence to indicate that race particularly influenced success among the males in terms of Work Skills. More noticeable differences are evident among the females, as indicated in Table IV. Examination of the upper score ranges, from 18 through 25, reveals that 77 per cent of the Spanish females and 69 per cent of the white females were ranked in these upper ranges, whereas only 47 per cent of the Negro females were similarly ranked. The lowest ranking was received by the Negro females. The Work Behavior Scale, Table V, indicates that the Negro and the white males were relatively evenly distributed across the total score range. The Spanish males, however, ranked higher overall than did the Negro or white males. The differences were not such that it is possible to conclude that race particularly influenced success within the Work Behavior category. As in the other scales, the Spanish and the white females were ranked higher in Work Behavior than the Negro females, as evidenced in Table VI.

Although not necessarily germane to this research, an interesting clue to societal change can be detected within Tables VII and VIII. Examination of the Spanish group, for example, reveals a somewhat higher degree of success among the female population. While this may not be substantial proof, it is possible that this could be an indication of role change for females in the Mexican-American society from which the sample was taken. Traditionally, particularly among first generation Mexicans or Mexican-Americans, male dominance prevails.[4] The fact

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[4] Workshop on Low Socio-Economic and Spanish Culture Patterns, Denver Commission on Community Relations, 1959.

TABLE VII

MALE SES TOTAL SCORE RANKING

Group	Score Range 49-59	60-69	70-79	80-89	90-99	100-109	110-120	Number
Spanish	0	15	20	25	15	15	10	(20)
Oriental	0	0	33	0	33	0	33	(3)
Negro	6	20	18	16	16	14	10	(52)
White	4	10	34	20	18	10	4	(51)
SES IV	4	15	24	18	16	12	11	(100)
SES V	4	12	26	24	24	10	0	(28)
Vocational	3	12	16	9	30	20	10	(31)
College Prep	0	16	16	28	16	16	8	(25)
Other	5	14	32	20	14	7	8	(72)

Note: Each cell is expressed in per cent, rounded off to the nearest whole, of the group within the range of scores.

TABLE VIII

FEMALE SES TOTAL SCORE RANKING

Group	Score Range 44-59	60-69	70-79	80-89	90-99	100-109	110-120	Number
Spanish	6	7	9	11	34	24	9	(41)
Oriental	0	0	0	0	100	0	0	(4)
Negro	3	13	22	29	12	11	10	(80)
White	2	8	14	24	24	18	10	(122)
SES IV	2	5	16	20	24	19	14	(184)
SES V	4	8	18	24	22	14	10	(61)
Vocational	1	3	11	19	34	18	14	(108)
College Prep	0	12	32	31	4	8	16	(26)
Other	4	11	15	23	27	15	5	(115)

Note: Each cell is expressed in per cent, rounded off to the nearest whole, of the group within the range of scores.

that females achieved a somewhat higher degree of success, as measured by the Employee Rating Scale, could support a theory that the female is becoming a more dominant figure within the Mexican-American subculture.

Similarly, an examination of the Negro population success ratings suggests that the role of the Negro male may also be changing. A larger percentage of males experienced success as rated in the upper ranges of Table VII than did the females. These data are consistent with those presented by the United States Department of Labor which indicate that a larger percentage of nonwhite males are being trained and subsequently employed.[5] The inference is that the Negro disadvantaged society may be changing, and that the Negro male may be assuming a more responsible role.

These data would tend to support a hypothesis that race was not a dominant factor as it related to employment success of the male group studied. The sample size was adequate in all cases, except the Oriental, to allow realistic conclusions to be drawn, and the percentage distribution across the success continuum did not differ widely among the various groups. In the case of the female population, however, substantial differences were evident. If Table VIII is arbitrarily divided into two parts, it is evident that Negro females were rated substantially lower than either the white or the Spanish female graduates; therefore, this investigator concludes that race did influence the employment success of the female population studied.

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[5] Report of the Secretary of Labor on Manpower Research and Training Under the Manpower Development and Training Act of 1962 (Washington, D.C.: U.S. Government Printing Office, 1966).

The third purpose of the study was to determine whether social class, as measured by the Hollingshead criteria,[6] had an influence on the employment success of the individuals studied. Examination of Tables VII and VIII does not reveal any dramatic differences between Class IV and Class V. Class IV males did tend to receive the highest ranking, but in light of the overall high range from 90 to 120 the difference between the two groups is not particularly notable. Among the female population there was little difference in distribution along the success continuum for Class IV or Class V. These data tend to support the hypothesis that social class, as measured by the Hollingshead criteria, does not influence success as measured by the Employee Rating Scale. Attention must be called to the fact that Classes IV and V define the disadvantaged population, and no inference is made relative to higher classes of the Hollingshead scales.

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[6] Hollingshead, _op_. _cit_.

The fourth purpose of the investigation was to identify those elements of test data which when considered singly or in collective clusters would offer predictive value in terms of future occupational success. The method of determining the most valuable predictors among the test data available involved three steps:

1. The eighty test variables were subjected to a computerized factor analysis by the Service Bureau Corporation of Palo Alto, California, and the number of test variables was reduced to thirty-two.
2. The employer ratings of the sixty study group members were arranged in rank order of success based upon the rating received on the Employee Rating Scale.
3. The predictive value of the tests, individually and collectively, was analyzed in terms of the success ranking, utilizing the computer program AID-2[7] explained in Chapter III. The output of this program is shown in Table IX.

Table IX presents a graphic picture of the success predictors for the study group. All of these data are significant at greater than a .001 level and thus constitute a major contribution of this research. The total study

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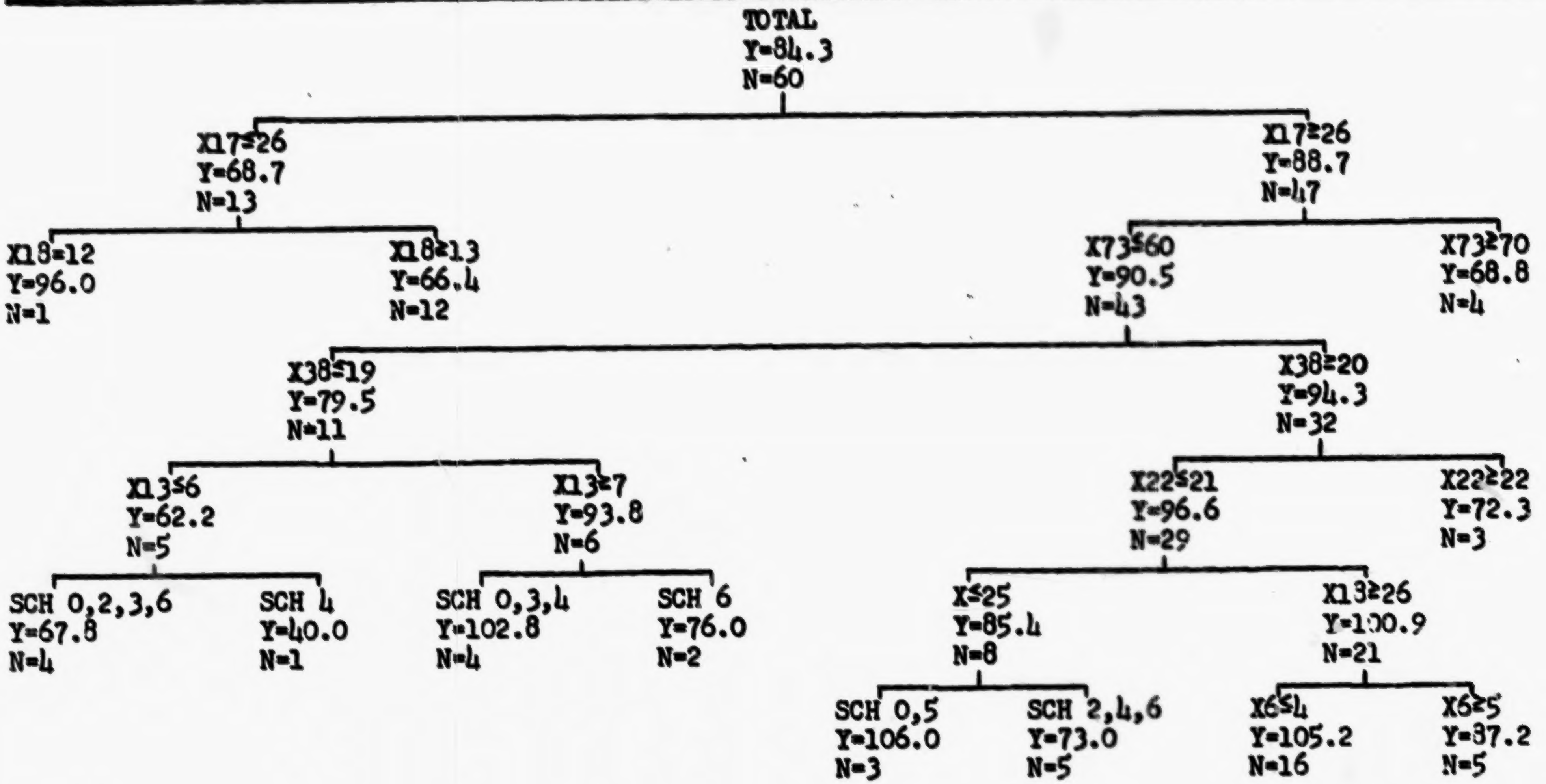
[7] Sonquist, op. cit.

TABLE IX

SIGNIFICANT TEST VARIABLES - AID-2 PROGRAM


TOTAL
Y=84.3
N=60
X17≤26
Y=68.7
N=13
X17≥26
Y=88.7
N=47
X18≤12
Y=96.0
N=1
X18≥13
Y=66.4
N=12
X73≤60
Y=90.5
N=43
X73≥70
Y=68.8
N=4
X38≤19
Y=79.5
N=11
X38≥20
Y=94.3
N=32
X13≤6
Y=62.2
N=5
X13≥7
Y=93.8
N=6
X22≤21
Y=96.6
N=29
X22≥22
Y=72.3
N=3
SCH 0,2,3,6
Y=67.8
N=4
SCH 4
Y=40.0
N=1
SCH 0,3,4
Y=102.8
N=4
SCH 6
Y=76.0
N=2
X≤25
Y=85.4
N=8
X13≥26
Y=100.9
N=21
SCH 0,5
Y=106.0
N=3
SCH 2,4,6
Y=73.0
N=5
X6≤4
Y=105.2
N=16
X6≥5
Y=87.2
N=5

NOTE: Y = Mean ERS score of group

group of sixty graduates was split on variable 17, the Farquhar Situational Choice Inventory. Graduates who were ranked as successful on the Employee Rating Scale had a raw score of greater than 26 on the Farquhar Situational Choice Inventory and a mean Employee Rating Scale score of 88.7. The Farquhar Situational Choice Inventory was determined to be the single most valuable predictor for the group studied.

The second split was based upon the Minnesota Vocational Interest Inventory, Health Services Scale, and resulted in an additional four study group members being split from the success group. At this point in the analysis, the success group numbered forty-three members whose Employee Rating Scale scores had a mean of 90.5. Thus, it can be seen that two predictors, namely, the Farquhar Situational Choice Inventory and the Minnesota Vocational Interest Inventory, Health Services Scale, were capable of identifying the bulk of the successful group.

The overall grade point average, variable number 38, was the basis for the next split, and the remaining group of thirty-two graduates had a mean Employee Rating Scale score of 94.3.

The next split occurred on the California Psychological Inventory, Achievement via Independence Scale. This variable, in conjunction with the previously discussed variables, accounted for the entire success group except for one member who was filtered out by the Farquhar Situational Choice Inventory.

Further examination of Table IX reveals that as the degree of success, measured by the Employee Rating Scale, is increased, the number of test variables which tend to filter in the direction of success is increased. The relative importance of these additional filters is negated, as related to this research, by the fact that all the study group members were accounted for within the first four variables.[8]

The existence of test variables which are congruent with success is verified by Table IX. It must be recognized, however, that the test variables and the grade point average were collected after the educational period of high school, and while they may present a strong case for use as predictors, it is obvious that additional research is required before comprehensive generalizations can be made. The degree of significance of these data gives strong evidence in support of the fact that predictors do exist, and that the test data obtained on the study group contains clues as to which of these predictors has value. A purpose of this research, namely the determination of these predictors, has thus been fulfilled.

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[8] A listing of the test variables appears in Appendix A.

The final purpose was to identify significant other persons in the formal educational background of the study group, and to classify the contribution of these persons as interpreted by the study group members and the significant other persons themselves.

Structured interviews were conducted with each of the study group members in an effort to discover if significant other educators had been particularly influential in terms of job success, and, if so, what the influence had been.[9]

Once identified, the significant other educators were interviewed in order to determine their perception of the contribution they had made toward influencing the employment success of the graduates who named them. A structured interview schedule was used for this purpose,[10] and each interview was tape-recorded and transcribed verbatim. The genuine sincerity of the significant other educators dominated the interviews so strongly that two sample interviews have been appended to this study in order that the warmth not be lost in reporting.[11] To insure anonymity, names and schools have been deleted.

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[9] Structured interview schedule, Appendix C.

[10] Structured interview schedule, Appendix D.

[11] Significant other interview transcriptions, Appendices E and F.

The interview with the business education teacher is more typical of the type of response received from most of the teachers interviewed. The other sample interview stands alone. Attention is called to the contradictions which are present. In particular the teacher stated that the disadvantaged students do not like structure, and then proceeded to explain how he structures in the classroom. The real warmth of this particular individual may not come through with the first reading and hence a second or third reading is recommended. In the eyes of the graduates who named this significant other educator, he is truly outstanding.

The characteristics of the significant others are indicated in Table X together with a summary of the techniques described by the significant others as being most important to them. With respect to techniques, little was discovered through this research. One factor, however, completely dominated each interview. In every case the factor of personal interest in students came up, and in each case the significant other educator considered this to be of utmost importance. In every case the graduates who named the significant other educators commented on the factor of personal interest.

Tables XI and XI-A are the result of the classification of the contribution of the significant other educators in terms of the success scales measured by the

TABLE X

CHARACTERISTICS AND TECHNIQUES OF SIGNIFICANT OTHER EDUCATORS

Characteristics	1 - 5	6 - 10	11 - 15	16 - 20
Extensive Work Experience (over 10 years)			X	
Moderate Work Experience (under 10 years)	X			
Formal Education Beyond M.A.		X		
Formal Education Less than M.A.			X	
Over 10 Years Teaching Experience		X		
Over 5 Years Teaching Experience				X
Subject Related Job Experience		X		
Job Experience Not Subject Related		X		
Military Service Experience	X			
Techniques	**1 - 5**	**6 - 10**	**11 - 15**	**16 - 20**
Personal Interest in Students				X
Highly Structured Classroom			X	
Moderately Structured Classroom		X		
Extensive Use of A-V Materials		X		
Moderate Use of A-V Materials			X	
Relating Job Conditions to Classroom Wherever Possible				X

TABLE XI

SUCCESS RATING - MALE (N=31)
Difference Between Means and T Scores

		SELF	SIG. OTHER	EMPLOYER	IDEAL
SELF:	Personal Traits			7.03 T= 2.3	
	Work Behavior			5.11 T= 2.6	
	Work Skills			2.49 T= 1.7	
SIGNIFICANT OTHER:	Personal Traits	4.38 T=-3.36*			4.31 T= 2.95*
	Work Behavior	2.34 T=-1.8			.10 T= .07
	Work Skills	2.03 T=-2.86*			.02 T= .04
EMPLOYER:	Personal Traits		11.41 T=- 3.80*		7.10 T=-2.3
	Work Behavior		7.45 T=- 3.83*		7.55 T=-3.69*
	Work Skills		4.52 T=- 3.29*		4.50 T=-3.22*
IDEAL:	Personal Traits	.707 T= .04			
	Work Behavior	1.50 T= 1.7			
	Work Skills	2.01 T=-2.6			

Note: All T scores which are starred are significant at greater than the .01 level.

TABLE XI-A

SUCCESS RATING - FEMALE (N=29)
Difference Between Means and T Scores

		SELF	SIG. OTHER	EMPLOYER	IDEAL
SELF:	Personal Traits			3.06 T= 1.4	
	Work Behavior			1.47 T= 1.03	
	Work Skills			1.27 T= 1.2	
SIGNIFICANT OTHER:	Personal Traits	5.45 T=-4.13*			7.39 T= 2.77*
	Work Behavior	5.41 T=-5.29*			3.90 T= 2.03
	Work Skills	3.31 T=-5.25*			1.99 T= 2.5
EMPLOYER:	Personal Traits		8.51 T=-4.34*		1.12 T=- .3
	Work Behavior		6.88 T=-5.59*		2.99 T=-1.8
	Work Skills		4.58 T=-4.88*		2.59 T=-2.2
IDEAL:	Personal Traits	1.94 T= .7			
	Work Behavior	1.51 T=-1.02			
	Work Skills	1.32 T=-1.4			

Note: All T scores which are starred are significant at greater than the .01 level.

Employee Rating Scale, for the entire study group. It can be seen that there was a significant difference between the model of success as established by the significant other educators and the performance of the male graduates. This was established by comparing the "Ideal" with the "Employer" ratings. The difference occurred in both the Work Skills and Work Behavior Scales. Thus, the study group males, when considered as a whole, did not conform to the model of success. In the case of the female population, however, no significant difference occurred between the "Ideal" model and the actual employer rating. This factor is further substantiated by Table XII, which shows that when males were compared with females the ratings received by each were significantly different in work behavior and work skills. Evidence was not gathered which would answer the question of why the males did not conform to the ideal model established by the significant other educators. However, in light of the data collected, one point in particular seems worthy of mention. The male population did conform to the ideal model in terms of personal traits, the more affective measure of the Employee Rating Scale; and the most useful predictors also dealt with affective elements such as motivation and attitude. Thus, it is possible that the influence of significant other educators is more in the direction of motivation and attitude than in the direction of skill development.

TABLE XII

COMPARATIVE SUCCESS RATING - MALE VERSUS FEMALE

		SELF RATING	EMPLOYER'S RATING	*RATING OF SIG. OTHER	**SIG. OTHER'S RATING
PERSONAL TRAITS MALE	MEAN	43.93	36.90	48.31	44.00
	S.D.	5.11	12.77	5.21	3.57
	T	- .64	- 1.4	- 1.5	.40 M vs. F
PERSONAL TRAITS FEMALE	MEAN	44.82	41.76	50.27	42.88
	S.D.	5.58	6.42	4.37	7.59
	T	- .64	- 1.4	- 1.5	.40 M vs. F
WORK BEHAVIOR MALE	MEAN	32.16	27.05	34.50	34.60
	S.D.	4.92	7.75	4.98	3.41
	T	- .18	- 1.6	- 2.79***	.72 M vs. F
WORK BEHAVIOR FEMALE	MEAN	31.93	30.46	37.34	33.44
	S.D.	4.77	4.03	2.75	3.53
	T	.18	- 1.6	- 2.79***	.72 M vs. F
VOCATIONAL SKILLS MALE	MEAN	20.09	17.60	22.12	22.10
	S.D.	3.30	5.89	2.17	1.44
	T	- .30	- .93	- 3.04	.51 M vs. F
VOCATIONAL SKILLS FEMALE	MEAN	20.34	19107	23.65	21.66
	S.D.	2.90	3.17	1.74	2.10
	T	- .30	- .93	- 3.04	.51 M vs. F

Note: Study Group Number = 60
Significant Other Number = 20
* Rating of Significant Other by Graduate
** Rating of Significant Other of an Ideal Success Model
*** Significant at .01 Level of Confidence

The conformity of the female population to the ideal model may be explained by the fact that vocational skills taught to females more nearly approximate what will be required on the job. For example, typing or shorthand skills constitute a uniform job requirement which is measurable in terms of performance. The nature of entry level jobs for males, on the other hand, may not require the skill which has been learned, and the ideal model may be in terms of journeyman performance standards rather than entry level performance standards.

Tables XI and XI-A offer an interesting clue to perception. For example, there is a significant difference between the "Personal Traits" scale, rated as "Ideal" by significant other educators, and the rating of the significant other educators by the graduate. Thus, it is reasonable to assume that in the area of personal traits, the graduates were influenced very little by the significant other educators. On the other scales, however, these data support the hypothesis that the significant other educators had a positive influence upon the success of the graduates.

In terms of the rationale established in Chapter II the cognitive aspects of influence have proved to be more measurable than have the affective elements of influence. For example, Work Skills, as measured by the Employee Rating Scale, included efficiency which can be couched in terms of production, thoroughness which can be measured in terms of task completion, and accuracy which is substantively measurable. However, the affective elements of success contained in the Personal Traits scale appear to be somewhat less measurable. For example, beyond personal judgment, which these data indicate to be an area of poor risk, one is hard put to find concrete measures. Those elements of the Employee Rating Scale which were designed to measure personal traits, the more affective portion of the employee rating, seemingly were inadequate to do so. The construction of the scale, however, is an expression of concern over the area of personal traits in that the largest number of rating items appear in this scale. However, all data collected in this research indicate that this scale has the least meaning.

The discriminatory value of the Employee Rating Scale as an instrument is noted in Table XIII. In this table the upper one-third of the study group is compared with the lower one-third of the study group in terms of the success ranking on the Employee Rating Scale. In each case the scale distinguished between success and non-success at greater than a .001 level of confidence. It may, therefore, be concluded that the instrument was a valid tool for purposes of this study. The Personal Traits Scale, however, needs additional refinement in order that

TABLE XIII

EMPLOYEE RATING SCALE SUCCESS COMPARISON

	SUCCESS		NON SUCCESS		T	PROBABILITY
	MEAN	SD	MEAN	SD		
Rating of Significant Other	117.6	1.907	97.05	6.028	14.53	7.001
Employer Rating	105.3	3.891	62.54	20.20	6.901	7.001
Self-Rating	109.6	4.115	82.15	5.570	17.72	7.001

Note: In each case the number is 20.

the subjective elements of judgment be minimized. It is interesting to observe that while the instrument did discriminate in each case at a significant level, the greatest inaccuracy occurred with the nonsuccess group as rated by the employer. This leads this investigator to believe that an element of judgment was used by some employers that has not been accounted for in this research. It must be concluded, however, that the Employee Rating Scale was a reliable instrument for purposes of this research, and that data are useful which are based upon this instrument.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

At the outset, when the parameters for this research were established, it was assumed that if a group of disadvantaged youth successfully completed high school by meeting the graduation requirements, and subsequently became successfully employed, then a group of dominant factors which influenced this success pattern could be established. Further, it was assumed that certain standardized test variables would be of value in predicting future occupational success. The purpose of this research was to determine which elements of environmental press were most influential, and which measures were of predictive value.

The design for the study was based upon a theoretical framework established by Bloom and others which deals with both affective and cognitive elements of learning.[1] Both affective and cognitive influences were measured in terms of job success, with an effort to determine the nature of influence through personal interviews. A stratified random sample of graduates was selected from the 1965 graduating class of the Oakland Public Schools as the study group, and the influences upon this group were studied. The degree to which the study group members were successful was measured by a rating scale which was completed by the employer; it included assessment of personal traits, work skill, and work behavior.

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[1] Bloom _et al_., _op_. _cit_., pp. 176-193.

The major findings reflect the complete report contained in Chapter IV of this research. The principal concern of this research, namely, the determination of dominant factors which have influenced employment success for a group of disadvantaged youth, has been satisfied. In summary, the principal influences have been high school course work, and significant other educators. Further, certain test variables have been isolated which have been shown to have predictive value for the group under study.

Following are the major findings:

1. There were substantial differences between the level of success experienced by vocational graduates, and the level of success experienced by nonvocational graduates, vocational graduates being the more successful.
2. Among the nonvocational graduates, those who had taken courses which related to the job held at the time this study was conducted were more

successful than those who did not have such courses.

3. There was no substantial difference between the level of success achieved by the Socio Economic Class IV graduates and the Socio Economic Class V[2] graduates.
4. Negro female graduates were not as successful as other female members of the study group.
5. There was no substantial difference in the level of success achieved by the Spanish, Negro, and Caucasian male members of the study group.
6. A cluster of test variables, namely, the Farquhar Situational Choice Inventory, the Minnesota Vocational Interest Inventory--Health Services Scale, and the California Psychological Inventory--Achievement via Independence Scale, predicted employment success, as defined in this research, at greater than a .001 level of significance.
7. The positive influence of significant other educators, through individual interest in students, was an important factor relating to employment success.
8. Unsuccessful students were not influenced by a significant other person.

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[2] Hollingshead, *op. cit.*, p. 10.

Conclusions

In light of the findings, the following conclusions have been drawn:

1. Vocational courses aid graduates in achieving success on the job.
2. In addition to vocational course work, other subjects which are akin to the type of work pursued contribute toward employment success.
3. In dealing with the educationally and economically disadvantaged student population, the degree of deprivation transcends the lower echelons of the Hollingshead Socio Economic Scale.[3] It would seem, therefore, that the educational needs of the lower socioeconomic groups would be similar, and could be met without program separation.
4. The relative lack of success experienced by Negro females as compared with Spanish or Caucasian females leads to one or more of the following conclusions:
    a. Negro females are less adequately prepared than Spanish or Caucasian females.

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[3] Ibid.

    b. The Employee Rating Scale, used to measure success, did not adequately assess unique Negro female attributes in accordance with job success.
    c. Race is an occupational handicap for Negro females.

5. Race was not a dominant factor which influenced the male members of the study group in terms of employment success.
6. Predictors of job success which measure interest and motivation are more adequate than those which attempt to measure skill or ability.
7. The influence a teacher or counselor has upon a student is more likely to result from personal interest shown in the student than from subject matter or teaching technique.

Recommendations for Further Research

1. An investigation of the characteristics of vocational teachers would be of value.

Empirical data collected in this research leads this investigator to believe that vocational instructors have a higher incidence of success with disadvantaged youth than nonvocational instructors. This notion is based upon the fact that more vocational instructors were named as significant other educators than were nonvocational school personnel. (Not all persons named were teachers.) It seems logical, therefore, that vocational teachers possess some quality or qualities which would account for the positive influence recognized by the group studied in this research.

2. A study of the influence which course patterns outside the vocational course sequence have in terms of occupational success would supplement the findings of this research.

This study supports the fact that vocational education has a positive influence toward occupational success. However, graduates who achieved success on the job often referred to courses in high school which helped them toward success, but which were not vocational courses. It was not the purpose of this study to investigate discrete courses; it would be useful to determine specific course influence toward occupational success. This information would be of particular value to counselors who help students plan their educational program.

3. The environmental press brought about by social class requires supplemental research.

The factor of social class, as applied to this research, did not appear to have a dominant influence toward job success. However, only the lower end of the Hollingshead Socio Economic Scale[4] was investigated.

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[4] *Ibid*., p. 10.

Perhaps, as applied to the educational setting, the lower echelons of socioeconomic class form a homogeneous cluster, and it would be more meaningful to examine the environmental press of social class through a comparison of the mid ranges with the lower ranges of social class.

4. Positive influences upon Negro females toward employment success require additional research.

The fact that Negro females were less successful than either Caucasian or Spanish females leads one to question why. It seems reasonable to assume that causal factors exist which were not evident to this investigator, or that the measures of success used in this research were not adequate. In either case, additional research is required.

5. Further research is needed to establish when the predictors, established in this research, become meaningful.

The test variables which predicted job success for the group sutdied in this research were administered just prior to graduation. It seems reasonable, therefore, to assume that the test results were influenced by the high school experience. Test variables which could predict success at the beginning of high school would be a valuable counseling tool.

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APPENDICES

A. Test Variables

B. Employee Rating Scale

C. Interview Schedule: Graduates

D. Interview Schedule: Significant Other Educators

E. Tape-recorded Interview Transcription: Business Education Teacher

F. Tape-recorded Interview Transcription: Electronics Teacher

APPENDIX A

TEST VARIABLES

*1. Holland
Accomplishments, Hopes, Goals

*2. Holland
Traits, Self-evaluation

*3. Lodahl
Opinions Toward Work

*4. Holland Vocational Preference Inventory
Realistic Scale

*5. Holland V.P.I.
Intellectual Scale

*6. Holland V.P.I.
Conventional Scale

*7. Holland V.P.I.
Enterprising Scale

*8. Holland V.P.I.
Social Scale

*9. Holland V.P.I.
Artistic Scale

*10. Holland V.P.I.
Self-control

*11. Holland V.P.I.
Masculinity Scale

*12. Holland V.P.I.
Status Scale

*13. Holland V.P.I.
Infrequency Scale

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* indicates thirty-six variables used in AID-2 program.

*14. Holland V.P.I.
Acquiescence Scale

*15. Holland
Interpersonal Competency Scale

*16. Farquhar Job Characteristics Scale

*17. Farquhar Situational Choice Inventory

*18. Farquhar Word Rating List

*19. Farquhar Human Trait Inventory

*20. Average of Farquhar Variables

*21. California Psychological Inventory
Achievement via Conformance Scale

*22. C.P.I.
Achievement via Independence Scale

*23. C.P.I.
Dominance Scale

*24. C.P.I.
Flexibility Scale

*25. C.P.I.
Responsibility Scale

*26. C.P.I.
Socialization Scale

*27. C.P.I.
Sense of Well-being Scale

28. S.E.S. Index

29. S.T.E.P. Math Score

30. S.T.E.P. Reading Score

31. S.T.E.P. Writing Score

32. School and College Aptitude Test - Verbal Score

33. S.C.A.T. Quantitative Score

*34. S.C.A.T. Total Score

35. Grade Point Average - Sophomore

36. G.P.A. - Junior

37. G.P.A. - Senior

*38. G.P.A. - Overall

39. G.P.A. - Overall English

40. G.P.A. - Overall Science

41. G.P.A. - Overall Social Studies

42. G.P.A. - Overall Math

43. G.P.A. - Overall Foreign Language

44. G.P.A. - Overall Business Education

45. G.P.A. - Overall Art

46. G.P.A. - Overall Industrial Arts

47. G.P.A. - Overall Homemaking

48. G.P.A. - Overall Music

49. G.P.A. - Overall P.E./R.O.T.C.

50. G.P.A. - Overall Other

51. Minnesota Vocational Interest Inventory - Baker

52. M.V.I.I. - Food Service Manager

53. M.V.I.I. - Milk Wagon Driver

54. M.V.I.I. - Retail Sales Clerk

55. M.V.I.I. - Stock Clerk

56. M.V.I.I. - Printer

57. M.V.I.I. - Tabulating Machine Operator

58. M.V.I.I. - Warehouseman

59. M.V.I.I. - Hospital Attendant

60. M.V.I.I. - Pressman

61. M.V.I.I. - Carpenter

62. M.V.I.I. - Painter

63. M.V.I.I. - Plasterer

64. M.V.I.I. - Truck Driver

65. M.V.I.I. - Truck Mechanic

66. M.V.I.I. - Industrial Education Teacher

67. M.V.I.I. - Sheet Metal Worker

68. M.V.I.I. - Plumber

69. M.V.I.I. - Machinist

70. M.V.I.I. - Electrician

71. M.V.I.I. - Radio - TV Repairman

*72. M.V.I.I. - Mechanical Scale

*73. M.V.I.I. - Health Service Scale

74. M.V.I.I. - Office Work Scale

75. M.V.I.I. - Electronics Scale

*76. M.V.I.I. - Food Service Scale

77. M.V.I.I. - Carpentry Scale

78. M.V.I.I. - Sales-Office Scale

79. M.V.I.I. - "Clean Hands"

80. M.V.I.I. - Outdoors

*81. School

*82. Sex

*83. Race

*84. Socio-Economic-Scale Class

APPENDIX B
OAKLAND PUBLIC SCHOOLS
Research Department

EMPLOYEE RATING SCALE*

Name of Employee____________________I. D. #______Sex_____School________Job Title________

Job Duties____________________Approximate number of months employed____________

Name of Rater____________________Firm____________Date of Rating____________

This scale is constructed to allow you to make some important decisions about the personal traits and skills of employees. Below is a sample rating of a grocery clerk. You will note that there are adjectives which describe this clerk and five numbers between the adjectives. Here are what the numbers between the adjectives mean:

TALL	5	4	3	2	1	SHORT
	Very Tall	Moderately Tall	Average	Moderately Short	Very Short	

EXAMPLE: Grocery Clerk

TALL	5	4	3	2	1	SHORT
QUICK	5	4	3	2	1	SLOW
HAPPY	5	4	3	2	1	SAD

In the example, the grocery clerk is rated as Very Tall; therefore, number 5 is circled right next to the adjective TALL. If he were Very Short, number 1 should be circled right next to the adjective SHORT. The numbers in between the two adjectives represent varying degrees of whatever trait we are measuring. On the next adjective pair, number 2 is circled to indicate he is more slow than quick.

The same approach applies to the next adjective ratings. Look at the words HAPPY and SAD and circle the appropriate number between them, thinking about a grocery clerk who waits on you. Remember the numbers between the adjectives represent varying degrees between the adjectives. Look at your own rating above: If he is VERY SAD, number 1 should be circled right next to the word SAD. . MOST PEOPLE FALL SOMEWHERE IN BETWEEN.

ON THE REVERSE SIDE OF THIS PAGE YOU WILL FIND A NUMBER OF THESE ADJECTIVES AND OTHER TRAITS WHICH RELATE TO EMPLOYEES. KEEP IN MIND THE EMPLOYEE. BE SURE TO PLACE A CIRCLE AROUND THE NUMBER BEST DESCRIBING HIM, OR HER, ON EACH TRAIT. DO NOT THINK TOO LONG ABOUT THESE RATINGS. PUT DOWN YOUR FIRST IMPRESSION. BE SURE TO COMPLETE EVERY ITEM.

RESTRICTED: Permission required by the Oakland Public Schools to reproduce this scale.

BE SURE TO COMPLETE EVERY ITEM

CIRCLE ONE NUMBER ONLY FOR EACH ITEM ON THE SCALE

CHARACTERISTICS:

(1)	Considerate	5	4	3	2	1	Inconsiderate
(2)	Efficient	5	4	3	2	1	Inefficient
(3)	Does good quality work	5	4	3	2	1	Does poor quality work
(4)	Sociable	5	4	3	2	1	Unsociable
(5)	Works well under pressure	5	4	3	2	1	Works poorly under pressure
(6)	Organized	5	4	3	2	1	Unorganized
(7)	Cooperative	5	4	3	2	1	Uncooperative
(8)	Reliable	5	4	3	2	1	Unreliable
(9)	Relaxed	5	4	3	2	1	Tense
(10)	Shows good judgment	5	4	3	2	1	Shows poor judgment
(11)	Thorough	5	4	3	2	1	Slipshod
(12)	Completes assignments	5	4	3	2	1	Doesn't complete assignments
(13)	Communicative	5	4	3	2	1	Quiet
(14)	Accurate	5	4	3	2	1	Inaccurate
(15)	Is regular on job	5	4	3	2	1	Is absent frequently
(16)	Accommodating	5	4	3	2	1	Demanding
(17)	Responsible	5	4	3	2	1	Irresponsible
(18)	Catches on quickly	5	4	3	2	1	Doesn't catch on quickly
(19)	Obliging	5	4	3	2	1	Obstructive
(20)	Neat	5	4	3	2	1	Sloppy
(21)	Outgoing	5	4	3	2	1	Withdrawn
(22)	Communicates well in writing	5	4	3	2	1	Communicates poorly in writing
(23)	Dependable	5	4	3	2	1	Undependable
(24)	Is punctual	5	4	3	2	1	Is late often

OVERALL EFFECTIVENESS OF EMPLOYEE

(25)	Excellent	5	4	3	2	1	Poor

APPENDIX C

INTERVIEW SCHEDULE: GRADUATES

I. How do you feel you contributed to your employment success in terms of·

   a. Personal traits
   b. Work behavior
   c. Work skills

II. How have your job and supervisor contributed to: 1) job 2) supervisor

   1) a. Personal traits
      b. Work behavior
      c. Work skills

   2) a. Personal traits
      b. Work behavior
      c. Work skills

III. Has there been some other person in your school life who you feel has really had an influence on your becoming what you are today?

IV. How did this person contribute to:

   a. Personal traits
   b. Work behavior
   c. Work skills

V. Do you feel that this person exhibited these traits in some way?

APPENDIX D

INTERVIEW SCHEDULE: SIGNIFICANT OTHER EDUCATORS

Historical:

Teaching experience

Work experience - trade related - other

Formal education

Age group

Teaching Practices and Techniques:

To improve work skills

To develop personal traits

To develop work habits

What is felt to be the most important factor in terms of training teachers to work with disadvantaged youngsters?

Are there particular techniques which it is felt could be developed with teacher trainees?

Have the significant other complete the Employee Rating Scale in terms of an "ideal employee."

Is there anything not mentioned which it is felt might be of help?

APPENDIX E

INTERVIEW: Mrs. J

Interviewer: Our next interview is with Mrs. J, a business education teacher at S______ High School.

*(I). I think we'll start in with this data sheet. First of all, your teaching experience. You are now at S______ and you have been here for six years, so 1967 back to about 1961. *(R). 1961, I was a charter member of the faculty of this school. (I). You've been teaching business subjects here at all levels of senior high, 10 through 12? (R). Yes, I have. (I). Prior to that, you were at C________ High School for four years. That would bring us back to 1956 or 1957? 1957. And, that would be ditto as far as subject and grade level, business, and 10 through 12? (R). Yes. (I). Prior to C________? (R). Well, I spent a few years having a family, getting married and having a family, and rearing them. I don't believe a woman should teach when her children are small, so I waited until they were all in school before I came back to teaching. Prior to that time, I had two different jobs teaching. One was at P____ Township High School in Pennsylvania, in western Pennsylvania. I taught there for three years. (I). Business also?

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*(I) = Interviewer; (R) = Respondent.

(R). Oh yes, all business subjects, and believe me it was quite a variety in one day. (I) Was that 9 through 12 at Penn Township? (R). No. 10 through 12. I never taught anything lower than 10. Prior to that, I was at A______ High School, my first teaching job, for two years. It was a similar setup, senior high school in Pennsylvania.

(I) As far as your outside work experience is concerned . . .? (R). I worked for a year and about three or four months at Montgomery Ward's regional office as a secretary. At times, I had people working under me, typists working under me. That was an executive secretarial position; I had to handle things for the boss when he was out of town. That was in Oakland. And I also worked at what was K____'s Department Store; it's now R______. I worked there about five months as an executive secretary; I was secretary for the merchandise manager for all the stores. He was Mr. B. He's deceased now. It was a very good experience. Also, I worked summers when I was teaching back in Pennsylvania. One summer I worked as a secretary and the other I worked as a clerk-typist.

(I). Now, your educational experience. . . . (R). I have a Bachelor of Science degree from the University of Pittsburgh in Pennsylvania. It was a major in secretarial and a minor in accounting and social science. By the way, my teacher of shorthand and typing was B. B. Lessenberry, the famous one in the typing field. Then I did my M.A. out here in California and I took history at the College of Holy Names. (I). Your high school was in Pennsylvania? (R). Yes, I attended Seaton Hill Academy in Greensburg, Pa. That's thirty miles east of Pittsburgh. I've been out here twenty years, and I haven't been back.

(I). Now, since you have been named as a significant person, we're concerned with learning about some successful practices in which you may have engaged that you feel have made a contribution toward the success of your students. If you want to, you might also go back to techniques you may have used with some of your employees when you were a supervising secretary. . . . (R). Well, I probably don't have anything more to offer than most of the other teachers. It's just one of those things, you know, someone happens to mention you. I think one thing. I don't know if it has anything to do with it, but I really like my students and I try to know them as people. I'm sensitive to what they are thinking and to their feelings. Maybe all teachers are that way, but you're asking me. In advanced steno, we do work for other teachers. I ask the teachers if they would like to dictate to my students. I find this is one of the most valuable things that we have to offer, and many of them come back to tell me how wonderful it was. They were quite nervous at first, but they get used to it. It would be very easy for me to send my best ones all the time, but I figure that they all have to learn. If I find that the job might be too hard for a little student, then maybe I'll send two of them and have them both take the dictation. Then they both come back and get the practice of typing it up, and then I select the better one. In other words, I think each person has something to offer. Then if I find there are some at the bottom who just can't do it at all because they get so nervous, well then there are other jobs they can do. I'll dictate to them myself for instance.

(I). Just to get back to this point about other teachers, does this work as something practical for the other teachers? Do you have situations where a teacher has a letter to write? (R). They do; they call on me when they really have letters to mail. These are all letters that have to go out. Certain teachers have been coming to me for six years with things, for instance, Mr. C. We're always doing things for him and other teachers when they have something. Around Christmas, some of them have letters they want duplicated. They get us the papers and then we duplicate it. It's all good experience for the kids. I do think that each person can do something beneficial. I have one little student in my class this year who, absolutely, I have never found her to do one thing right; but Miss B. needed someone to help collate one day, collect the papers and staple them together, and this little girl helped her beautifully. So now anytime she needs an extra helper, she comes over and asks for this girl to help her. I'm glad she's found some little thing she can do. In an office she'd probably be able to do some nice little clerical duties like that where we wouldn't count on her to type. That's probably helped her confidence considerably. Of course, I'm a perfectionist; this is really one reason I haven't taken over the job of duplicating for the school because it was offered to me when Mr. B. left. I just want everything perfect; and so if I don't like it, I have them do it over because I can't stand to have any errors in anything, which coesn't hurt them I guess when it's a classroom situation because I know they will never retain as much as I try to give them.

(I). What about your equipment? Do you have any special equipment? Do you make use of the tape recorder, this sort of thing? (R). Yes, I make use of the tape recorder very much. I rather miss dictating to my class. I still dictate tests to them because I like to feel the togetherness, but I think the tapes are very good because I used to have to separate the class into three groups, for instance, and then dictate to the slower group, and then the middle group. It was embarrassing to the slow ones. You try to call them A, B, and C, and so on, but they all know what it is. So this is nice because nobody knows what anybody else is listening in to, and it has helped a great deal and they can all take dictation at the same time. Then we get that out of the way and we can do many other things. It's a time saver.

(I). You've already mentioned one practice of working with that one particular individual, how you found a special job for her to do that built her confidence. Do you have any other practices you use with individuals? It might be a slow person or it might be an exceptionally bright person. Do you approach individuals separately?

(R). Each one is different; each one is separate. I would select a different person for each different job. I've had a lot of experience with student activities in the Oakland schools and other schools, but I actually had charge of all the activities for a whole year at C________; had two senior balls, two junior proms, and all that bit during one year. I always had success. You know, I had the prom this year, and I think it's because I have a knack somehow of picking the right person for the right job. I don't know what it is, but I can seem to pick the right person that will just get in there and work like mad, who has the enthusiasm. Well, this makes it easier. Then the teacher doesn't have to do it all herself. I try to do the same thing with my students; I can't think of anything right now.

(I). I suppose quite often in your laboratory situation in Steno II, the students are doing a variety of tasks; and I suppose from a confidence building standpoint, you can pick certain ones. (R). Yes, and often they help the Duplicating Department. If the teacher in the duplicating gets behind, then often he or she, whoever it is, will ask me to send students. I try to send the one, just as I said about this other little girl. And then, as I said, the students take dictation from people and then also other friends bring things in that they have to have done today or yesterday, and so I try to select the students, all the students, to work on these things. I'll separate the sheets, and then give each one something to do and try to give the hardest ones to the most intelligent. Anyone would do that. (I). It sounds as though you and the other business teachers, at least some of the business teachers, operate sometimes beyond the bounds of your actual classrooms. Is this true? (R). I don't think anybody appreciates the business department, Mr. W. The English Department, everybody, they're all so busy with their own things; but I don't think they realize how much they impose upon the business department. Of course, it's good experience, but if they'd only give us more time. . . . Really, I love doing these things, but we get all tense and excited and it's really like a business situation. In the office, we have a lot of crises like this. (I). You have so much practical experience, there's little time for theory? (R). That's right.

(I). Okay, we might go on to this next point. In the course of subjects you teach, are you able to do very much in the area of personality development, helping some of these young people develop? (R). Well, I've always hoped so, Mr. W. I was thinking the other day that now we call this stenography. It used to be called shorthand, but you know I've been teaching stenography all my years. I always have tried to train them for other things, but to tell you the truth when I did what we now call human relations I used to feel a little bit guilty; I would think, well I should be dictating shorthand and having them type, but I have had experience in office and I knew what you should know, but now all of a sudden this is great and everybody's talking about human relations. So now I'm supposed to put in so many hours a year toward this; this is wonderful. But another thing that helped this year is that this year we formed a club and we call it the Titan Secretariat Business Club. It really helped a lot of the girls to come out of themselves and work for the group. They made about $150; we organized the club in March and they've already made that much money. What a lot of go-getters they were in that class! A person doesn't always have a group with that much fire really. (I). Is there any correlation between ability in your business classes and success within the club? . . . In other words, what I'm saying is, would the girls with the top grades also be officers and chief workers? (R). Not really, no, actually the president did very little; she is one of the top business students in the school, but she didn't do anything to help the club at all. Whereas, some of the people who get C's and B's were the ones who took over and did almost all of the work, so no, there's no correlation. (I). So actually you were able to reach the pulp of some of your marginal students through this extracurricular activity? (R). Yes, very much so. That's true.

(I). Now about dealing with individuals, do you have any pet techniques or experiences you'd like to relate? (R). We try to give them business etiquette, of course, personal appearance, and the fact that they should be pleasant and prompt and develop pride in their work. I try to get speakers in occasionally to speak to them about these various subjects, and occasionally, they will make a great impact upon the students' lives. Now this would be the group rather than the individual, but I think they do reach certain individuals at times. For instance, one speaker mentioned that the hair of one of the girls looked messy. The next day she came in with her hair all combed. You see, I was embarrassed to tell her that. He told her right to her face in front of the other girls and so she has tried since to get her hair neat. And then they get to know each other, actually, in these small classes. They help to bring out each other's personality because they know each other so well by the end of the year. I've only seventeen in the Steno II class. At the beginning of the year they knew each other casually, but now they're really buddies and talk to each other about their parties and so on. I don't think there's one in the room now who isn't friendly with at least one other person in the room on a social basis. Some of them were a little retiring at first. (I). Is the class made up entirely of girls? (R). Entirely of girls, yes. (I). Are there opportunities for boys in this field? (R). Oh, there are great opportunities, but we never get boys in second year steno. (I). What can be done about this, anything? (R). I wish we knew, we have had boys in Steno I, maybe one boy if he isn't scared out the first week because there are no other boys, but it's a marvelous field for boys. I guess a red-blooded American boy does not want to take dictation, and so on; I think he's afraid the other boys would ridicule him. (I). What about other higher clerical fields, such as clerk-typist course, do we find more boys in there? (R). Yes, the general office clerk is where you find the boys mostly. The job opportunities are there; it's up to enough boys to get together and say we'll take this course, isn't that it? I think if the boys would realize that they all have to go into the service - most of them do have to go into the service sooner or later - and they can help behind the lines very much without getting shot at. That's what motivated my original question in this area because I have a friend who's a newspaper reporter and he did pick up some shorthand training while in the service at the base near Indianapolis. He went to Korea during the Korean War, but he spent a good deal of his time as a stenographer at division headquarters. . . . Well, there's a great opportunity, a great field for men in business and many of them get to be executives, as you know. It's hard for a woman to break out of the secretarial ranks, I think, and become an executive. Men can get some of the better jobs as secretaries because they can travel with their boss, and I've read that some of the best jobs are held by men in the large corporations. (I). Where do these fellows develop? do they decide in junior college level, or in business school, do they take this up? (R). I don't think there's ever been a study made about that. I think high school is typical, and if you have one boy in advanced steno every three years, it's exceptional. . . . Well, we haven't had any in advanced at all here. So, maybe they go to business school after graduation. I think some of them may develop in college. When I was at Pitt. there were boys studying to be business teachers. Now some of them went in to work as secretaries, or they didn't call them that. I knew one who went to work for the FBI in the office and I think he probably has risen very high now.

(I). Now our next little piece of business--we have a rating scale that's been used for various purposes. We have used it for employers to rate their employees. In fact, in our Neighborhood Youth Corps, many of the supervisors use this form. We've also used it for the young people to rate themselves to take a look at themselves. Our purpose for it today is that we would like you to look at the rating scale and give us what ratings are required to succeed realistically in a job, and I suppose we're primarily considering stenography or business jobs here although we don't have to limit it to that. On the extreme left, we have a five which would mean that that particular item would be outstanding or excellent. For example, I think that first, one is considerate, so five would mean that you feel that in the area of being either considerate or inconsiderate, that if a person to be successfully employed must be very considerate, or extremely considerate would be a five, three would be average, one would be - it's not important at all to be considerate, and then, of course, you have the fours and the twos in between.

Well, we might turn to this fourth point regarding teacher training institutions, and how they can help their graduate students or juniors or seniors majoring in education. How could you advise them as they work with students who may eventually be working with disadvantaged pupils or students in the public schools? (R). Well, I found when I went into C_______, without any experience with this type of disadvantages we have here that many of them had a chip on their shoulder, and I found that I had to get that chip off their shoulder without knocking it off. This is a comment I've made before to people. (I). Skillful removal . . . (R). Yes. Of course, there must be fear, strictly fear, and these students will know it. They also know whether they're learning anything or not, and they will be the first to tell you. One thing about these kids, some of them were awfully withdrawn in the beginning; they seemed to have smoldering hate for this white teacher who came in, but you know, in the year after I had those students and during the next years while they were at C_______ if I didn't have them any more, guess who would yell at me from across the square "Hello Mrs. J." These were the ones. The ones who have all kinds of money and success are not the ones who appreciate their teachers, so I think there can be a great deal of pleasure from a class like this although it's harder in the beginning, but really a teacher gets a great deal of personal satisfaction out of having students like this. They send you the Christmas card at Christmas. They appreciate you; they set the teacher up on a higher plane where some of the ones with all kinds of money and so on couldn't care less about their teachers.

(I). In a school such as this one where you have a few disadvantaged youngsters, and I suppose you have more and more each year, does this present a problem, having such a wide range of background in your classroom?
(R). I don't think so; I think the disadvantaged children are learning from the others. If we had too many, then it would go the other way, but I think the ratio is fine now.

(I). Getting theoretical, suppose that the superintendent decided to shake up the district, and for the good of the entire district make a wholesale change in personality and you suddenly found yourself next September back in a disadvantaged school, would you have to greatly alter your methods of presentation, or do you think the techniques you use in this school would also be just as valid in a school where, say, 80% of the youngsters were disadvantaged or most all the youngsters were disadvantaged? (R). Oh, I'd have to change my values and so on, oh yes. It would be a great shake-up. I can talk to my classes now and I used to have to, I don't know, sort of shout at them in a way. Not really shout, but so they would understand. I don't know, it's different. Completely different. I seem able to converse with them here, you see, whereas there I felt I was teaching. (I). So, in addition to learning methods, all the methods in the world wouldn't be of too much value unless the teacher can, first of all, learn how to control the classroom to keep order. As I look back on my own education courses I don't think that I've ever had very much in the area of discipline. How do you keep a group quiet? Is it possible? (R). Yes, that's true. The only way is to have a definite routine set up and know exactly what a teacher's going to do. I think this is most helpful. I once had a class that was very low mentally; it was a C section, you know what that is, don't you? (I). Right. (R). I took it over from another teacher because the principal asked me to, and I set up a routine. Mondays we did certain things, Tuesdays we did certain things, Wednesdays we did math for instance, Thursdays we had testing, and if they were good, Friday we'd have a movie. Really, those kids went out of there thinking they were learning so much and they felt as though this was wonderful and the marvelous thing was the principal knew it. I think they must have told him or he heard it somehow because he congratulated me. It was just a matter of organizing the thing and letting them know, and I told them and we just went through the whole thing. When they came in Monday we were going to do whatever it was, I don't remember that's been a long time, certain questions or something out of the book, and so on. They like discipline. I know those people like discipline and they like to feel they're being pushed, really. They don't want anybody to just go in and baby-sit and waste time. They don't want anybody wasting time. (I). They feel highly comfortable in an organized atmosphere? (R). I think so. They need leadership; they need guidance.

(I). Very good. Is there anything we've overlooked, or anything that comes to your mind that you'd like to say in conclusion? (R). Well, I might say that I think the vocational education program has helped our classes a great deal in other ways. I believe we mentioned the tapes in the Steno lab, but we've received other equipment and supplies through the typing (I teach typing too) and the others too, general office clerk, and so on, and we are able to give our students more of an idea what a real office is like because we have a lot of equipment that actually is in an office. (I). And it is up-to-date equipment? (R). Up-to-date equipment, because it's brand new, and we're getting more electric typewriters and that's very important. I never had any electrics in my steno classes before last year, so we try to give them a general overall background of every type of situation they would find in an office, and having the equipment certainly helps. (I). Do you have anything in the key punch area? I have heard some of the young girls talking about this. (R). Yes, we do, in the machine room, and we have, of course, the duplicating machine, collating rack, we even have a copy machine now; then there are adding machines, and calculator. . . . Another thing that is important is we try in the Spring to place all our students, and several organizations come to the school and give the exams for jobs, for instance, the Federal Government, and this year the East Bay Water came over and all my students are placed for the coming year. Some of them are going to college and do not want a job, but everyone else has been placed and I feel very good about this. Actually, I even managed to get one (white) best student into a lawyer's office and I'm very proud of this. In fact, I heard of this job, and they had some trouble finding a good girl, and they had gone to business schools I believe, I'm not certain where, but they weren't high schools. So I told them about this girl and sent her down, and they liked her so well that they've hired her. She's going to start right after school is out, and it's a very established old firm in Oakland. But, of course, the Atomic Energy wanted her, the Alameda County wanted her, the Federal Government wanted her, but I recommended--I let her make her own choice, but I recommended that she go into private industry. Well, at this point in time, most of the jobs--the government for sure--and probably many of the private business jobs do require a pre-employment examination. (I). Do you do much within your business department in helping youngsters in addition to business skills what's considered arithmetic, English, a few other things? (R). All year long on Mondays I spend part of the period going over the various skills for what I call the Civil Service Test, but actually pre-employment tests also. We do vocabulary, spelling, math, and so on. I give them spelling tests all year. I use the Administrative Management Society's words and other words. I think spelling is one of the most important things that they should learn from us. Then we keep telling them if you would only study your English, and we need business English in this school by the way, but we don't have it. I don't know why but we can't seem to get it in here, but it's very necessary. It seems to me a combination of business English and business might be the thing since so many of these Civil Service exams, you might know, you get into ratio, etc.; you might not use it on the job, but you might not get the job if you can't solve the problem.

(I). Well, I think that's about all I had to say, but if you want to ask me more . . . I certainly have learned a lot today and thank you very much. (R). Thank you.

APPENDIX F

INTERVIEW - Mr. H.

Interviewer: This interview concerns a teacher at C______ High School who has been teaching electronics in a vocational education program. His teaching experience dates back to 1945-46 where he was an instructor in the Air Corps in the electronics field. After he graduated from college, he obtained a job in the Oakland Unified Schools in 1948 where he has been teaching electronics up until this time. He also has taught night school in the Oakland Unified School District. He owns an amateur radio station and is a major in the Air Corps. He presently holds a Master of Arts degree in industrial education, and has an 8.0 credential.

*(R). I present here a half hour talk every day, a technical discussion, then they go to the shop the rest of the period. (Referring to a student) . . . and I think he was in a double period but I'm not sure. I think he said he was. All right, that means he had a half hour or more the first part and they worked in the shop the last hour. I cover basic electronics as far as I can take these boys

in the year that I had to take them. I go as far as I can with it, and I have a series of projects of course, they work to bring a practical situation out.

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*(R) = respondent.

*(I). How do you get to people? (R). I don't know. All I know is that I seem to reach these boys somehow. A great majority of them I reach; others I can't touch at all. (I). Well, let's take a look at it on say an individual basis. (R). This I would definitely say that my whole attitude toward these boys has always been on an individual basis since I've been in Oakland, nineteen years this year. I'm a career teacher with Oakland; I started in 1948, and I've got nineteen years this year complete - no breaks. Nineteen years, and I have yet to find a better technique or better idea than to personally be interested in everyone of these kids. (I). Terrific. (R). From the beginning when they come in until the end when they get out of here. Now, I do my best to teach them or treat them all exactly the same, and I think it's one of my best attributes. I'm fortunate this way; some people can't be this way. I'm not. They're all kids, period, and they all receive as near as I can tell, the same amount of attention depending . . . and a lot of kids don't want to work; some of them don't work. I don't think some of the teachers in here work. You know what I mean? Lot of the kids are --

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*(I) = interviewer.

we have dumps, you know, in the shop. We get a lot of dumps in here. And those kids won't work anyway, and I hate to penalize good boys who come here because they want to and so what am I going to do? They do a lot of sitting here and a lot of reading; and I'm not going to qualify, I am not going to defend these people because they're not interested anyway. But I think that I will always say that the guy who will come and work with me, that individual will get a lot out of this program, and I know this. I've got too many boys on my side to prove it otherwise.

(I). Well, what kind of techniques do you feel are particularly valuable in your instruction? (R). Well, now, you're going to pin me down to certain things and I'm not, I can't . . . what are you looking for? (I). Well, either like visual materials, bringing in outside people like resources, taking them on field trips. (R). No, I don't do anything like that because I have a fabulous background. I think, that I can handle those personally myself. I, true, I use visual aids which I have made up, true. I work from the board and circuitry, but I've got more background than teachers in my field have got. I'm an old man, but I've been around a long time; I've been in the industry a long time too. I am also a reserve officer of the Air Force with which I'm on active duty every two weeks in the summer plus one day a month with the Air Force in communications, which keeps me up to date on all this stuff too, I've got my pulse on a lot of things other people don't have on. I've taught these kids a language, in other words, I'm going to brag but I do. I taught these boys language, period, and they know it. This is my life; I'm a career teacher--you know this.

(I). Well, then, you feel that there's a combination of your background and experience plus the fact that you have most of the kids coming here from minority or disadvantaged homes? (R). We have probably 80% coming here. I would guess our school is pretty well minorityized, you know that now. Everyone knows it's pretty heavily predominant here at the present time. The only techniques I can give you is the fact that each individual boy is handled as an individual person, period. I'll stress this point because it's the only way you could handle these boys to get them on your side, push the work to them, and get them interested in it so they'll work by themselves.

(I). Do you find that there's any kind of discipline problems in the classroom with some of them? (R). I have no discipline problems. You can check with the vice-principals, in twenty years I've never sent anyone to the office yet. I don't do this; I handle my own problems right here. (I). Well, this is important to us. How do you handle it if a kid begins to act up or something? (R). Well, I've got a good loud voice, and I don't get mad, but when I do get mad they understand the situation and they quiet pretty well down. I've never had a kid be disrespectful of me yet. Nobody's sworn at me, nobody's touched me, nobody's threatened me in all my nineteen years in Oakland. Never! In the first place, I don't make a lot of Mickey Mouse rules about standing there or sitting here and working over there. The structure is probably too informal for most people, but I don't give a damn. It's my class; I handle the boys the way I want to handle them myself. They come to learn, didn't they? --not to be a bunch of robots. And go in by the bell, sit down by the bell--that's a lot of prison stuff. I don't work this way. My classes are noisy, I admit it. An administrator would probably can me if he walked in with the noise; I could care less. Mr. C_____ knows this too; he and I have worked together a long time. Very fine rapport. Nothing is ever said because the kids are where they belong. (I). Would you say, in a way, this is somewhat a controlled informality? (R). Absolutely. Organized confusion, if you want to call it that. I don't care what you call it. This is the idea. But the thing is, these students seem to come in here relaxed. I have no problem at all, the kids are on my side is the important fact. They're boisterous, sure; they're high school boys. They're talking about girls, cars, and dates. This is part of high school, isn't it? I understand this and they know I understand this too. This is part of it. Yes it is.

You're darned right.

(I). If you had to give any advice to teachers in your area who are going into this as a career, or are now in college training for it, what kinds of things would you like to focus upon, or tell them to be conscious of, working with this kind of population? (R). These types of boys do not like a lot of basic hard and fast rules because they are not raised this way at home, you understand what I'm saying here? (I). Yes, I do. (R). Their society, now we can get off on this Negro situation because this is what we've got to work with? Yes, sure, I've been in Oakland nineteen years; I was at Tech nine years. I've worked with all white schools and all dark schools. I was at B____H____ a year and a half, worked at S____ L____ for three years, one year at the high school and three years at B____ over there, that's a total of four years in S____ L____, and I've been here five years. I swear to God I've never been to the vice-principal yet; you can check my record in there--they don't even know who I am; Mr. C____ doesn't even know who I am, as far as they're concerned, they don't even know that I work there. The boys figure the same way. These kids don't like a lot of structuring of things. I ask them to come to class, they keep a real nice notebook --they know I'm very fussy about the notebook. That's why I talk the first half hour; it's up on the board like this. Every day of the week something goes up on the board, every day. It gets them quieted down when they come in--here's a technique for you. I don't even know I've got them, I don't call them techniques, they're my way of teaching. They come in and sit down, get the book and talk. It quiets them right down in the morning or the first part of the period. Let's put it this way, I read the bulletin and then we have this discussion. They either talk or I talk. It's generally a two-way street or it could be a one-way street. I present information in this way, in other words; or I have something on the bench to show them, a demonstration which they will not necessarily do, but it's part of the fundamentals of this course. For a new teacher, this is important having something to do the first time they walk into the room. This is very important. Have a program going right away, quick like; look like you're busy; like you know what you're talking about; that you're going to do something--have something for them to do when they first come in; don't let them mill around. We have them milling around as it is, anyway, it's the nature of the beast. And over a period of time, you build an image, you build a program, you build it yourself, because you are the program, not the paper or the subject--you're the program, you hear me? (I). Yes, I do. (R). You know this and you become Mr. so-and-so, Mr. Electronics, Mr. W's Shop; you become this sooner or later if you're good at all. The kids know Mr. H. as Mr. Electronics or whatever you want to call him. You build an image; you build a program around yourself. The kids want to come next year. They want to come back, see? (I). You're right, I talked about buildings earlier; you have the same philosophy that you are the program. (R). Mr. B. has the beginning class, I can't say for him. You are the advanced class, period, not the broom, or the shop, or the building. That's what I'm saying; it's always been this way and it should be this way, but you've got to be interested in children and kids, period. This is not an eight to five job, a seven to four-thirty job, this is a lifetime job, period. . . . (I). Well, I'm fully in accord; I'm with you one hundred per cent. (R). Well, I've got news for you. Our profession is changing as soon as possible. It's changing quickly, you know it is. (I). I know it, and this poses a little difficulty to us because you know one of the things that we are certainly conscious of is how do we take, say, experienced instructors, ones that have had some teaching experience, and try to make them aware of these things? I don't know, do you have any thoughts on this? (R). I have no thoughts at all; I don't know how you get to it but kids are very open-minded, kids are very open-mouthed about things. They'll tell whether they like something or not. And they'll tell you who's doing a good job and who's not doing a good job. These kids are not stupid. "So-and-so down the street here is a lousy teacher." It's as simple as that and as far as they're concerned that's the end of it. Right there. Now you've got to be able to answer kids' questions immediately, not tomorrow or the next day. You don't bluff these guys. You say "I don't know." I say I don't know a million times a day. And it's accepted just as it is right there. There's no contest going between some kid and me. I don't know--simple as that, but I think this is what it is. Do you follow me? This is a procedure.

(I) How do you think most of your students view you, Mr. H, as an individual? (R). I think I'm pretty well liked--I think. I could be wrong, but I don't think so. (I). I was thinking, they have in mind different kinds of roles of teachers. Would they say you're rather a militant sort? (R). No, I wouldn't be that. Actually, if they were to classify me as a very easygoing person, which I am by nature, I'm not going to change. I try to work the personal attitude toward things to compensate for the fact I'm not a great big, strong, mean, loudmouthed braggart, which some people are who are authoritarian. This structure itself, they don't like. I go the other way; I go to the fact that I am interested in you, I could give you a good job or get you a good job if you work on my side.

(I). Do you hit hard on this fact that if they really are here to learn and they will stay with you, you will help them get a job? (R). Absolutely. I recommend very few because we have so very few good ones come through here. There are lots of average boys, but they don't want average boys, you know that. They want the best guys, the guys that'll knuckle down. Our problem is the fact that we've got too many specialists now, and the old specialists which are the brainy boys. The trend away from the average kid is disastrous, period. You know this yourself.